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EDUCATIONAL AND METHODOLOGICAL SUPPORT OF PROFESSIONAL TRAINING OF SEAFARERS IN THE MARITIME ENGLISH COURSE

SHVETSOVA I., PhD in Pedagogy, Associate Professor,
Kherson State Maritime Academy, Ukraine
ORCID: <https://orcid.org/0000-0002-6801-5204>
E-mail: phd.shvetsova@gmail.com

The relevance and importance of e-learning has been repeatedly reinforced by researchers and practitioners, especially in the last decade, in relation to the emergency response to the COVID pandemic and, as an extension, it is an opportunity to continue learning in relation to the current military situation in Ukraine. The current realities require the improvement of e-learning, especially given that students live and work in a changing and complex environment.

Leveraging e-learning is one of the most adaptable ways to transfer and acquire new knowledge, and online courses reduce costs and make education accessible. Another important factor is that e-learning provides educational continuity. Specialists in navigation and ship handling are able to access online courses at any time through internet access on board. By providing continuing education and distance learning courses that can be used for maritime careers, this system is valuable for maritime education and training.

The purpose of the study is to analyse the theoretical and practical implementation of educational and methodological support for the professional training of specialists in navigation and ship management in the course of maritime English.

Proficiency in English as a language of communication is one of the most important requirements for the professional training of a navigation and ship handling specialist, so there is a need to prepare educational and methodological materials to ensure the effectiveness of the learning process in the context of e-learning technologies.

The theoretical and practical analysis shows the results of the possible use of e-learning technologies in the process of blended learning. This issue has become the subject of research by scientists: Robin Castro (Trends and opportunities for blended learning in higher education) [2]; Anthony B., Kamaludin A., Romli A. et al. (Adoption and implementation of blended learning in higher education: A theoretical and systematic review) [1]; D. Randy Garrison, Heather Kanuka (Blended learning: Uncovering its transformative potential in higher education)[3]; McCarthy Shaun & Palmer Edward (Defining an effective approach to blended learning in higher education: A systematic review)[4].

By analysing the state of implementation of blended learning in higher vocational education, it was found that educational institutions are actively trying to implement different learning models for the following reasons

- to meet the needs of modern students in the digital world;
- to encourage pedagogical innovation; to expand distance learning opportunities;

- to facilitate access to education for different categories of students.

It acknowledges that this process is characterised by modern educational technologies, including the integration of practical classroom training and e-learning technologies. Hence, blended learning is a model of performance support and knowledge management where the main categories of skills and knowledge are often transferred in different ways. As a result, an approach that focuses on optimising the mix of classroom and e-learning can maximise the overall impact on performance and promote active learning.

Enhancement of blended learning in the educational process of Kherson State Maritime Academy has demonstrated the benefits of its implementation:

- Use of active teaching methods (classroom work is aimed at developing practical skills in the form of joint activities, discussions, pair and group work, etc.);

- Creating a favourable learning environment for acquiring and assimilating knowledge (familiarisation with new material on platforms before a practical lesson or consolidation of material that is difficult to learn and requires more time);

- Self-study of educational material, practical tasks developed by the teacher on the e-platform, taking into account the individual abilities of students: their own pace of perception of the material, the ability to watch video or audio materials and read the necessary publications several times to achieve a high level of preparation for practical classes or other forms of consolidation of the material, which also allows to fully use the potential of the educational material.

We believe that a blended learning approach to teaching maritime English is effective in ensuring an efficient educational process implementation of blended learning, which is one of the most effective innovative technologies that have the potential to improve English language learning. Creating such an environment promotes active learning, increased interest in learning, and deeper understanding and processing of the material.

The contemporary context of e-learning is clearly defined by a wide variety of online approaches and online learning activities that combine the best features of knowledge and performance management with other e-activity modalities. Virtual training workshops and collaborative workspaces often form a powerful and effective combination that can support all types of learning activities. Complementing the reasonable use of all virtual opportunities, there is a growing need to develop e-learning courses and e-materials to develop the communication competence of navigation professionals.

Building on the research and considering the need for distance learning opportunities, an online course in Maritime English was developed to complement traditional classroom teaching and is thus an example of the practical implementation of a blended learning approach. The introduction of e-learning courses ensured continuity of learning and the possibility of using both online and blended learning. This course is lesson-based and includes a set of tasks and audio and video materials according to the topic, module and course.

Another important teaching and learning tool is the supplementary course for cadets, which contain electronic forums, additional materials and practical exercises to improve various language skills. In this course, cadets can learn more about the regulations required for practical activities at sea.

E-learning elements of the course were implemented using the Moodle learning management system, which provides online support for the learning process. In addition, it is a place to share knowledge and experience, providing flexible working hours and a variety of work styles.

The practical implementation of blended learning is illustrated by the example of e-courses developed for first-year students studying maritime English as part of the module: "Liquid bulk cargo and its transportation. The educational and methodological support of foreign language communicative competence is also demonstrated by the example of an e-course: "Visual and Sound Signals" for 2nd year cadets, which is also available on the Moodle platform. Recommendations for teachers on how to work with the module have also been developed for teachers.

The courses "While Ashore" and "Seven seas at sea", developed by us in co-authorship with the teachers of the Department of English for the training of navigators and ship handling specialists, contain teaching materials for the development and improvement of English communication skills necessary for cadets to undergo shipboard practice in ports and at sea, lesson structure of classes, dictionaries for each module, a set of test tasks to check the level of knowledge, as well as tests for self-checking.

Conclusions. Through analysis of the methodological aspect of blended learning and its integration into the process of learning ESP, it was found that such an organisation of learning has a number of advantages, in particular: using electronic resources at a time available to the learners, new knowledge can be obtained autonomously, and in the classroom, in communication with the teacher and classmates, to practice new skills, discuss, conduct seminars organised in the form of electronic discussion forums; diversity in the choice of learning modes. The blended learning approach recognises the individual peculiarities of students in perceiving and processing learning material, choosing the pace of learning, etc. Implementing active learning methods in a blended learning format, we consider it necessary to develop our own digital content, and its content should contribute to the formation of foreign language communicative competence.

It is established that the use of blended learning in teaching ESP has proved to be an effective and modern approach that allows to effectively form and develop the foreign language communicative competence of specialists in ship navigation and ship handling in the context of continuing education, if the integration of face-to-face and online components in the learning environment is carried out thoughtfully and meets the needs of students and learning objectives. Thereby, the use of modern technical means makes the educational process more efficient and allows for a wider use of the potential of educational material at all stages of students' learning and cognitive activity and assessment of its results.

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ВИКОРИСТАННЯ МЕТОДУ «CASE-STUDY» ПІД ЧАС ДИСТАНЦІЙНОГО ФОРМАТУ ВИКЛАДАННЯ ПРАВОВИХ ДИСЦИПЛІН

ШЕРСТЮК С.В., кандидат економічних наук, доцент,
Державний біотехнологічний університет, Україна
ORCID: <https://orcid.org/0000-0003-3969-3361>
E-mail: svitlashka2906@btu.kharkiv.ua

На сьогоднішній день, якість освіти за спеціальністю є одним з вирішальних факторів у формуванні професійної компетентності фахівця у галузі юриспруденції. Пошук оптимальних методів викладання навчальних дисциплін та їх