«…Як би сильно окупант не хотів знищити українців, йому це не вдасться. Кожна хвилина для нас – це боротьба за життя, боротьба за існування, боротьба за своє життя та майбутнє наших нащадків» (Рубаняк, 2022: 250).

Отже, характеризуючи сучасну українську поезію, говорячи про її особливості розвитку у 20-х роках XXI ст. під час лекцій для студентів-філологів, необхідно виділяти як напрям комбатантну літературу з її основними образами і мотивами національно-патріотичного спрямування, філософськими роздумами про сенс буття, поняття життя і смерті, зради, любови, образу України, не оминаючи при цьому й гендерну складову.

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DEEP ACTIVE LEARNING:
TOWARDS GREATER MOTIVATION TO DEVELOP FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

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The article presents the issue of the necessity of introducing deep learning as one of the active technologies in teaching maritime English, which contributes to achieving a high level of motivation to learn foreign language communicative competence, which is focused on the learner. The paper investigates that the development of motivation to master foreign language communicative competence can be realised through the introduction of active learning technologies, through such approaches to deep learning as: Inquiry-based learning, Project-based learning, Work-Based Learning, Blended learning and their impact on the effectiveness of teaching maritime English.

The modern realities of the high-tech competitive world require reforming the current concept of professional training of future seafarers in accordance with international standards. Studying the peculiarities of professional activity of specialists in navigation and ship management and the competences they should possess, it is determined that today there is a need to train specialists capable of effective professional communication between members of a multicultural ship's crew (at the internal level), between the ship and coastal services (at the external level); organise professional information, choose the right strategies and solutions in professional activity; analyse difficulties to choose ways to solve the problems; capable of self-reflection and the ability to carry out effective cooperative activities, which demonstrates the formation of foreign language communication competence of specialists in navigation and ship handling.

Based on the above, there is a need to search for effective technologies that would help motivate the formation of foreign language communicative competence. The analysis of theoretical studies and our own experience allowed us to determine that such educational activities can be implemented through technologies of active learning of professional EFL in the course of teaching English.

The *aim* of our study is to substantiate the content of "Deep Learning" as an active technology for the formation of foreign language communicative competence and to identify approaches to the implementation of such a technology.

Active learning is considered by scientists (Austin, D., & Mescia, N. D. [1]; Bonwell, C.C., & Eison, J.A. [2]; Jones, A.M. [4]) as an important and effective approach to encouraging the development of higher cognitive skills. Researchers argue (Rickles, J., Zeiser, K. L., Yang, R., O'Day, J., & Garet, M. S.) that the concept of deep learning, applied in different approaches, has potential benefits as a means of improving education [5], and is also an important way to implement key language competencies and improve English language teaching (Wuga, R.) [6]. Thus, when describing active learning technologies, we define engagement in activities that promote the development of higher cognitive skills (analysis, evaluation, etc.), encourage students' reflection and the desire to develop cognitive interests and needs.

In recent years, maritime education institutions and legislative bodies have emphasised the need to incorporate deep learning skills into maritime curricula. For example, the International Association of Maritime Universities (IAMU) has identified fifteen key competencies for future seafarers, namely technical competencies, technological awareness, adaptability and flexibility, computer and information skills, teamwork,

communication skills, leadership, discipline, environmental awareness and sustainability, learning and self-development skills, complexity and critical thinking, language skills, professionalism and ethical behaviour, responsibility, and interpersonal skills. This list of competences includes deep learning skills such as critical thinking, communication, teamwork and team building [3].

Our research has revealed that students perceive learning mainly as memorisation and reproduction of knowledge in ways acceptable to the teacher. By introducing active learning technologies in higher education institutions, we aim to change the perceptions of both students and teachers and their approaches to teaching disciplines, so that participants in the process gradually begin to realise that learning is more beneficial when information and ideas are transformed from the perspective of their own prior knowledge and understanding, by comparing ideas and looking for patterns. The main idea of this approach is to change surface learning to deep learning.

Surface learning is about simply coping with the task at hand, simply memorising the material, while deep learning is about the higher-order skills needed to deal with complex ideas and problems: analysis, critical thinking, reflection, the ability to make connections and transfer knowledge and skills to new contexts.

The competences that are formed in the process of "deep learning" are as follows.

– mastery of the basic educational material (deep immersion in the content of the subject combined with interdisciplinary learning; understanding of the content and how this content can be applied to various real-life situations;

– critical thinking and complex problem solving (evaluating information and arguments; making connections and identifying patterns; constructing meaningful knowledge; implementing ideas in real-world situations);

– cooperation (interdependent work in a team (group); personal and team communication skills; intercultural skills, social and emotional; management of team dynamics and problems);

– effective communication (ability to communicate by influencing the audience, ability to defend an opinion and argue; ready to improve and reflect on communication);

– control and direction of own learning (recognising the purpose of learning tasks, applying various skills and learning strategies, diagnosing obstacles to successful learning);

– academic mindset (encouragement of positive self-esteem, belief in one's abilities; ability to persevere in overcoming obstacles in learning;

ability to support others; constant feedback between the teacher and the student).

In order to acquire competences that are formed in the process of "deep learning", we identify approaches that should be implemented in the process of developing foreign language communicative competence:

1. Project-Based Learning. The projects usually have a real-world context and include tasks based on standards that are based on the interests of the learners. This work develops the ability to share your project/work publicly by explaining, demonstrating and/or presenting it.

2. Work-Based Learning, which allows students to engage in authentic work experiences and develop skills such as critical thinking, problem solving and collaboration. Training simulation laboratories (ship handling, loading and unloading cargo, launching lifeboats, etc.) are an important potential base for implementing this approach.

3. Inquiry-based learning. This approach is the engine of the learner's own search for knowledge through questions. The introduction of this technology during practical communication classes includes discussion of diagrams, video materials, and certain professional situations. Unlike traditional teaching, which is accompanied by explanations or provides cadets with a ready-made answer, this active technology is aimed at obtaining information through consistent, mutual questioning and comparing different results. To effectively develop the ability to formulate questions of different directions, it is helpful to get acquainted with Bloom's taxonomy (questions searching for alternatives, questions suggesting, questions making judgements, questions about discovering facts).

*4. Development of reflection of the participants in the proces*s. A student needs to be able to analyse and evaluate their learning, recognising shortcomings for further correction. Reflective work should be implemented in various forms: at the end of a course, lesson, module and is carried out in the form of questions, oral comments, giving advice. Such work can be carried out both individually and in a group, in writing or using electronic applications (Slido, Mentimeter).

5. Personalised Learning, which implies that the teacher provides support to everyone by creating flexible learning conditions. This includes, for example, working with digital technologies to create communication for collaboration.

The technology of active learning can be implemented through the approaches of "deep learning", learning environment, innovative educational environment and with the use of digital technologies. The created innovative environment, namely virtual reality technologies, e-courses, visual materials

on the Moodle platform, can serve to develop "deep learning" competences and increase motivation to learn professional English.

Thus, the introduction of active technologies is aimed at achieving a high level of motivation to develop foreign language communicative competence and involves competence and communicative principles, focus on the learner, development of general learning skills through participation in professionally oriented tasks, integration of interdisciplinary knowledge and the ability of participants to interact during project work.

The use of deep learning approaches in teaching ESP enables the development of knowledge, skills and abilities necessary for career and life, the ability to think, develop interpersonal skills that facilitate adaptation in life and work situations, think critically, solve complex problems, master learning materials, adapt to self-study, etc.

We believe that the development of motivation to master foreign language communicative competence can be realised through the introduction of active learning technologies, through such deep learning approaches as Inquiry-based learning, Project-based learning, Work-Based Learning, Blended learning, and their impact on the effectiveness of teaching maritime English. Deep learning approaches have significant potential for reforming vocational education, considering learning as a social concept that involves students and teachers in a joint learning process.

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