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## **FOREIGN LANGUAGE COMPETENCE IN MARITIME PROFESSIONALS: CONTENT AND LANGUAGE INTEGRATED LEARNING**

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One of the important directions of educational process realization is integrated approach, specifically integration of some disciplines within professional training, as well as content, methods, forms of learning at all stages of training. Taking into account the requirements of quality professional and foreign-language training of

maritime industry specialists, it is necessary to find effective ways of improving the organization of integrated training in higher education institutions.

Analysis of scientific-theoretical foundations of integration in education allowed us to understand the process of integrated learning as the simultaneous acquisition of knowledge and skills in several activities: professional and foreign language, as well as to identify the main provisions to ensure its implementation.

The main ways of integrating the educational process are determined by subject integration, which involves expanding the content of one discipline by the content of another and is based on the basic principles of «subject-linguistic integrated learning».

The implementation of the mentioned above principles is achieved through the introduction of Interdisciplinary as a dominant development of educational activity. Interdisciplinary is seen as a scientific and pedagogical innovation, generating the ability to recognize and comprehend what is inaccessible within a specific discipline. Integrated learning is defined by supporting foreign language instruction in special disciplines (teaching individual topics and courses in a foreign language) and, conversely, by providing support for professional topics in foreign language classes.

In fact, integration of content of core disciplines and foreign language is an important pedagogical requirement for formation of foreign language competence of maritime industry specialists, which effects the development of many professional skills. The important skills include solving professional tasks in a foreign language. By solving such tasks and engaging in participation in simulated situations of foreign language communication, applicants for education get an opportunity to develop not only foreign language communicative competence, but also overall professional competence, which will contribute to a deeper understanding of future activities, as well as the development of motivation to learn.

In the context of the implementation of the CLIL model, this integration becomes more specific and theoretically reasonable.

CLIL is based on the following principles:

- Language is used simultaneously for academic purposes and routine communication.

- Speech content is determined by the subject area to be mastered.

The label CLIL coexists with others used to include language and content, such as content-based language instruction, content-enhanced teaching, integration of content and language, theme-based language teaching, content infused language teaching, foreign language medium instruction, bilingual integration of language and disciplines, learning through an additional language, foreign languages across the curriculum, or learning with languages [1].

In accordance with the rationale of the study, the subject-language integrated training of secular specialists should be conducted most effectively according to the following models:

1. Development of pedagogical support system for teaching foreign language in the classes of professional disciplines and, vice versa, pedagogical support system for teaching professional topics in the classes of foreign language.

2. Establishment of interdisciplinary pedagogical tandems, specifically to focus on interaction and cooperation of teachers of foreign language and professional disciplines.

This model can be implemented as follows:

a) Foreign language teachers attend lecture and practical classes of subject teachers in order to get acquainted with the specifics of the subject field of maritime industry specialists, which will be subsequently studied in language classes; consult on the terminological apparatus of the professional field for further formation of the necessary vocabulary in students.

b) Teachers of professional disciplines contribute to the development of educational and methodological support of a foreign language course, focusing on the most necessary language and speech clichés of the professional sphere.

c) Foreign language teachers conduct a final lesson on maritime English using simulator equipment. For example, at the final stage of the module "navigation equipment" a navigation bridge attendance is effective.

b) The necessary for the implementation of this model is the creation of common (foreign language and professional subject) textbook, which should contain manuals, glossaries, teaching and testing materials, audio-visual support.

Thus, the specification of learning content, the development of teaching resources, improving the quality of teaching and the effectiveness of teaching a foreign language in a professional direction are important ways to form the professional competence of specialists. Therefore, content and language integrated learning within the training programs is one example of a new type of educational development.

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