

concern is the potential for ChatGPT to be used for academic dishonesty, like completing assignments or exams without proper understanding [5]. To address this challenge, educators can design more sophisticated assessments, create open-book exams, or use AI-driven plagiarism detection tools. Another concern is ChatGPT's susceptibility to generating misinformation or biased content. To mitigate this, educators must emphasize the importance of verifying information and teach students to critically evaluate AI-generated content. Finally, the adoption of AI in education has raised concerns about job displacement, particularly for educators involved in routine tasks. However, the role of teachers is expected to evolve, with a greater focus on supervision, mentoring, and fostering creativity.

In conclusion, the integration of ChatGPT in undergraduate education offers numerous benefits, such as enhancing student learning, boosting creativity, and facilitating collaboration. While concerns like academic dishonesty, misinformation, and job replacement must be addressed, the potential for AI-driven education to revolutionize the learning landscape is immense. As AI continues to advance, the implications for undergraduate education will likely expand, paving the way for a more dynamic, personalized, and efficient learning experience.

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METHODS OF STUDY, PRACTICAL TRAINING AND SCIENTIFIC ACTIVITY

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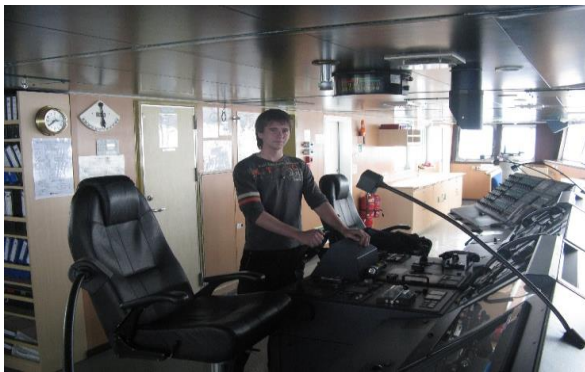
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Methods of practical training, studying and scientific activities for navigators was analyzed. Chosen the most effective from selected by efficiency.

Formulation of the problem. Human factor in ships handling is cause of many accidents and disasters in maritime transport. There are two ways to reduce its impact on process of ships control: automation [1-6] and improvement of training for navigators. An important role in the training and retraining of mariners is the acquisition of practical experience in ships handling. For our days in education used different methods how to learn, improve skills and develop science. They have a lot of advantages but also a few number of disadvantages.

List of resolved issues. Made comparative analysis of different methods in practical trainings, education and scientific researches for navigators. The best one according to the criterion cost of study – quality of training was determined.

Essene of study. Traditionally for maritime cadets practice on ship is way to acquire skills and knowledges. Staying on board introduce cadets with their future profession, gives possibility to take knowledge and skills of ships handling.



a)



b)

Figure 1. First cadets practice on m/v CMA CGM MEKNES

Nevertheless, it must made under supervision of superiors and take a lot of time. Circumstances on passage not always give a chance for studying in normal work without risks: restrictions in maneuverability, bad weather conditions and other. However, modern high educational institutions give other possibility how to make training and education safer. Kherson State Maritime Academy (Ukraine) have specialized training center, which include full mission bridge simulator Navi Trainer 5000 [7]. This technology make possible immersion in atmosphere of ships handling. In addition, it is going in laboratory, so trainee could improve skills or make research in comfortable circumstances without any risk of making a mistake or damage property. Nevertheless, virtual simulator do not give to feel handling like real, experiments shows only virtual look and tabular data's. On base of Solent University in Southampton (UK) was build "ships handling center". On Timsbury Lake used scaled model ships, which provides special training for pilots, masters and senior ships officers. This center is only one of its kind in UK and one of a very small number worldwide [8]. This laboratory provides a safe and controlled environment for practicing and developing ship handling skills on a number of different scaled by weight and dimensions vessels in a wide variety of conditions. The scaled models and full mission bridge simulator can combines to provide real slow-speed ship handling modulation. Helmsman could be onboard, or control ships from bridge simulator. Models equipped by Wi-Fi module, DGPS, magnetic compass, view cameras, rudder and power-driving propellers. It can be used also for making scientists experiments because bridge simulator as sensorial center give us full meaning of physical movement and nature of process in ship handling.



Figure 2. Scaled models of ships



Figure 3. Bridge simulator Navi Trainer 5000

Conclusions. After comparing of three different methods: real life practical training, virtual simulator and combined physical model of scaled ships with bridge simulator, give understanding that the last one the most effective by author's opinion. Combined method give possibility to explore and improve skills on high level without danger. Combination of IT technologies and physical model allows seeing whole picture of process, shows all variables and high current data by indicators of bridge simulator and equipment on scaled ships without additional risks or unknown

actions, gives feel of handling in real environment. Its informative technologies in education and scientific activity that make practical training more qualified and open ways for new scientific researches.

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ВИКОРИСТАННЯ ІГРОВИХ ТЕХНОЛОГІЙ ДЛЯ ВИВЧАННЯ ІНОЗЕМНИХ МОВ

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В сучасному світі вивчення іноземних мов стає все більш важливою складовою культурного та професійного розвитку людини. Однак, традиційні методи навчання, такі як лекції та підручники, не завжди ефективні та цікаві для студентів. У зв'язку з цим, з'явилася необхідність використання інноваційних методів та технологій для покращення процесу вивчення іноземних мов.

Одним з таких інноваційних методів є використання ігрових технологій для вивчення іноземних мов. Гра - це природний спосіб навчання, який вже давно використовується у навчанні. Застосування ігрових технологій у вивченні іноземних мов може покращити якість та результативність процесу навчання та забезпечити більш активну участь студентів у ньому. Однак, питання ефективності використання ігрових технологій для вивчення іноземних мов є неоднозначним та потребує детальнішого дослідження.

Метою даного дослідження є дослідження ефективності використання ігрових технологій для вивчення іноземних мов. Завданнями дослідження є:

1. Аналіз літератури щодо використання ігрових технологій у вивченні іноземних мов.