Alona YURZHENKO,
PhD, Assoc. Prof. of
English in Marine Engineering Department
Kherson State Maritime Academy
Odesa, Ukraine
Olena KONONOVA,
Maritime English teacher,
Maritime Applied College,
Kherson State Maritime Academy
Odesa, Ukraine
Yuliia BEVZENKO,
Maritime English teacher,
Maritime Applied College,
Kherson State Maritime Academy
Odesa, Ukraine

THE USE OF DIGITAL TOOLS WHILE MARITIME ENGLISH TEACHING

Modern social conditions necessitate the rapid adaptation of the educational sphere to dynamic changes caused by technological progress. The introduction of digital technologies and tools — in particular, computers, mobile devices, interactive whiteboards and visualisation tools — is an important stage in the development of education, contributing to its increased efficiency and interactivity. The use of such technologies not only improves the quality of the educational process but also expands access to modern knowledge and technological solutions, which is a key factor in the formation of competitive specialists in the modern globalised world. However, to achieve new educational results that meet the needs of a digital society, education requires a thorough digital transformation. It is aimed at improving the quality and accessibility of educational services and involves the acquisition of new knowledge and digital skills by participants in the educational process. Under the conditions of a digital educational environment, a person's level of education becomes a decisive factor in their professional achievement and personal development in the modern world [1].

Many scientists nowadays study the problem of teaching Maritime English to find and develop modern and effective approaches to teaching. S. Yu. Nikolaeva studied the communicative approach to teaching a foreign language, O.I. Pometun [2] studied interactive technologies. The essence of interactive learning is that the learning process

takes place under conditions of constant, active interaction of all cadets. Yu. Kravchenko emphasizes that interactive technologies for teaching foreign languages create the necessary prerequisites for the development of students' speech competence [3]. The process of informatization of society and education also has found its reflection foreign pedagogical literature. The need to use digital technologies when learning English was directly pointed out in their works by foreign scholars S. Bax, C. Burstall, and M. Byram. Also Foreign researchers as S. Bauk, M. Kopp, Z. Avramovich substantiated the advantages of implementing e-learning and the Moodle platform in maritime education and training. Mustaeva, Kurbanova, Saidivalieva studying the stages of studying transport terminology based on modern digital technologies [4].

During online learning, we use a wide range of digital tools and technologies that ensure effective organization of the educational process, communication and active interaction between participants in the educational process. Video conferencing platforms Zoom, MS Teams can be used to integrate augmented reality technologies during online classes. Thanks to AR functions in the Zoom and Microsoft Teams applications, teachers can overlay virtual objects or text annotations directly onto the live video stream, increasing the visibility and interactivity of the educational process. Along with this, learning management systems (Moodle, Canvas) play an important role in online education, which provide structuring of educational content, monitoring of progress and organisation of the educational process [5,6].

Interactive boards and platforms with virtual reality elements (Miro, Nearpod) create conditions for visualising educational material, conducting virtual excursions and organising collaboration in real time [7].

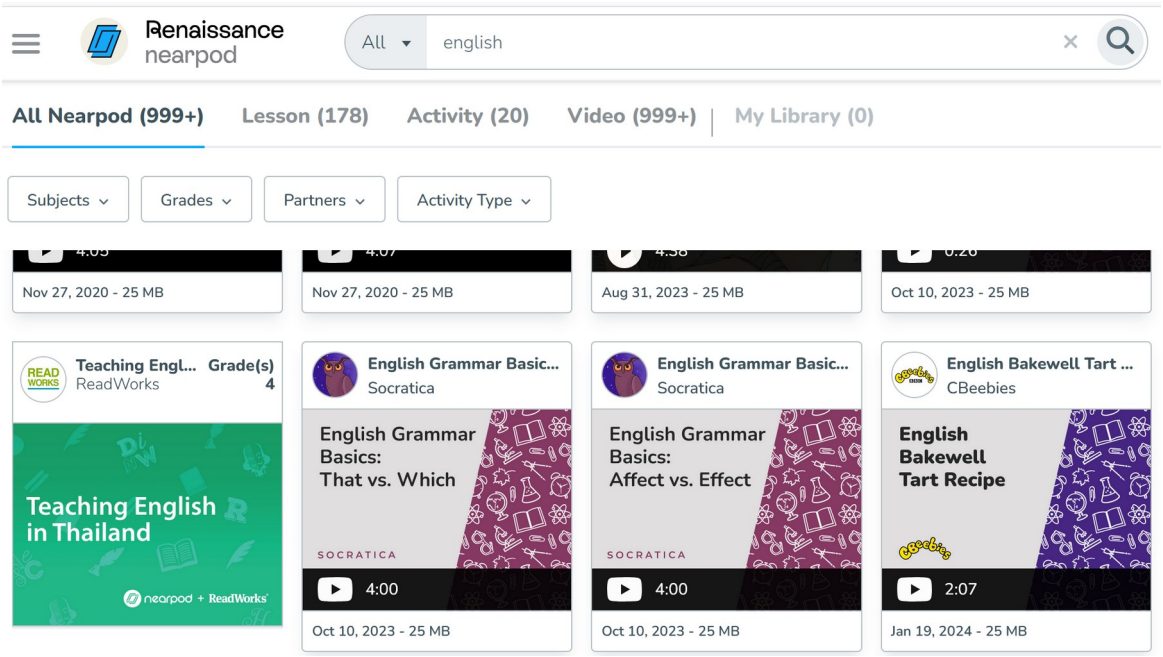

Fig. 1 The example of Nearpod use

Virtual educational environments (Edorble) expand the possibilities of online learning by creating interactive virtual classrooms and lecture halls, which promote active communication and social interaction of learners [8]. Collaboration tools (Slack, Notion) support team interaction and information exchange between participants in the educational process. Gamification services (Kahoot!, Quizlet, Wordwall, LearningApps.org) increase motivation for learning through the use of game elements, and tools for creating and integrating educational content (iSpring, EdPuzzle) allow you to develop multimedia educational materials and interactive video tasks. The gamification elements used while Maritime English teaching are the following:

- badges;
- maps;
- levels and missions;
- points;
- leader boards,
- Escape rooms;
- Easter eggs;
- avatars;
- storytelling, etc. [9]
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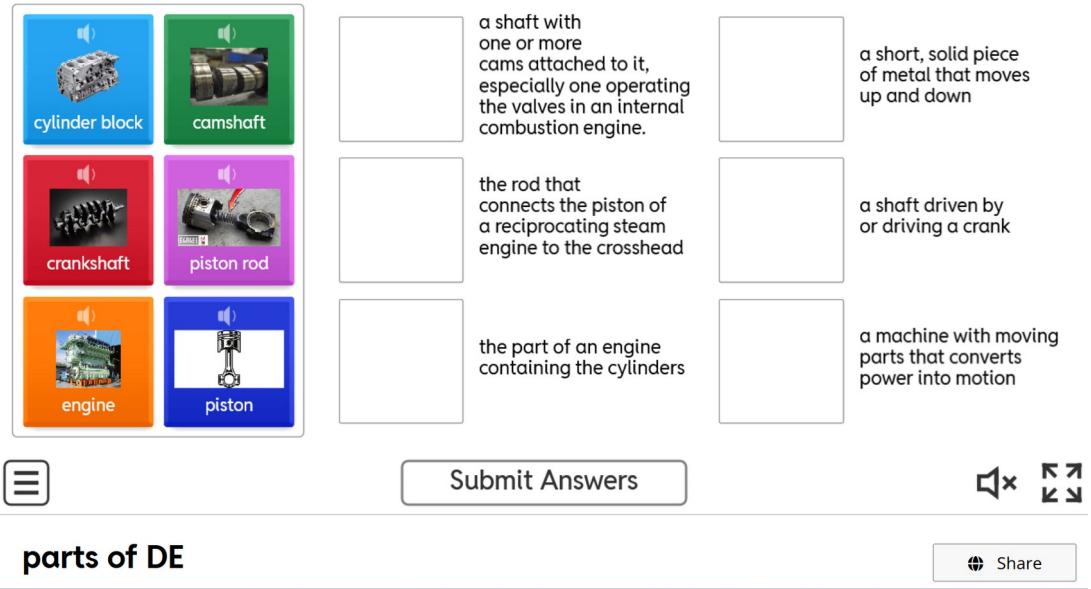

Fig. 2 The example of Wordwall use [10]

Important components of online learning are basic technical equipment, such as a computer, a stable Internet connection, headphones, a microphone and a webcam, which ensure full participation in the digital educational environment. Asynchronous studying became popular nowadays in Ukraine due to often blackouts, air alerts etc. While teaching Maritime English modern lecturers should also prepare and provide all the materials of the lesson for those cadets who were unable to join the lesson online.

Today, it is absolutely obvious that technologies can radically change the educational process, and learning a foreign language using digital technologies is most successful when they are fully integrated into the overall learning process. The use of a computer, digital games, talking e-books, virtual excursions in language education is one of the promising areas of informatization of the educational process. Teachers strive to interest students in the "digital game", creating favorable opportunities for learning a foreign language.

The integration of mobile applications, educational games, platforms based on artificial intelligence and gamified tools contributes to the creation of an interactive educational environment that increases the emotional involvement of students and reduces cognitive barriers in communicating in a foreign language. Gamified technologies significantly expand the possibilities of personalized learning, combining formative assessment with creative activities, which increases motivation and maintains students' interest in the digital educational environment.

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Андрій РЯБКО,
кандидат педагогічних наук, доцент кафедри
фізико-математичної освіти та інформатики
Глухівського національного педагогічного
університету імені Олександра Довженка,
м. Глухів, Україна

ТРАНСФОРМАЦІЯ ДИДАКТИЧНИХ СТРАТЕГІЙ В ЕПОХУ ГЕНЕРАТИВНОГО ШТУЧНОГО ІНТЕЛЕКТУ

Сучасний освітній простір опинився у стані, який дослідники визначають як «дидактичний шок». Традиційна модель педагогічної взаємодії, що десятиліттями базувалася на верифікації кінцевого продукту діяльності (письмового есе, розв'язаної математичної задачі або програмного коду), фактично втратила свою валідність. В умовах, коли складні інтелектуальні результати генеруються нейромережами за лічені секунди, класичні форми контролю перестають бути надійними показниками реального когнітивного поступу здобувача освіти. Постає критична потреба у розробці та впровадженні AI-resistant assessment — стратегій оцінювання, стійких до впливу ШІ, де пряма відповідь мовної моделі не дозволяє досягти прохідного балу, а фокус зміщується на унікальний людський внесок.

Проблема побудови навчання, стійкого до втручання ШІ (AI-resistant learning), полягає не в адміністративних заборонах (restrictive policies), які зазвичай виявляються малоефективними, а у фундаментальному редизайні навчальних завдань. Зміст діяльності вчителя трансформується: він перестає