

**PREPARING OF FUTURE NAVIGATORS FOR THE COMMON ENTRANCE
EXAMINATION IN ENGLISH WITH THE MEANS OF
MOODLE PLATFORM**

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Introduction. Higher education in Ukraine meets international standards and is part of the Bologna system. Cadets of Kherson State Maritime Academy (KSMA) who have completed 4 years of studying and successfully passed the final exams receive Bachelor diploma. After this stage, they have the right to continue their education by enrolling in Master's program. For several years now, a law has come into force in Ukraine, according to which students wishing to enter universities for Master's degree must pass the Common Entrance Examination (CEE) in English. Preparing maritime specialists for CEE is an outstanding challenge both for the students and for teachers of foreign languages, since CEE tasks are designed for an applicant who is experienced in doing tasks in the format of international exams.

Technology has increasingly become important in the educational arena. Technology is seen as an important resource for instruction in foreign language teaching. There is a wide use of its ability to create online environments in which students can take the benefits from them. Many English language teachers have been searching for effective instruction to motivate students to learn English, to prepare them for passing different language tests, e.g. the Common Entrance Examination, so that the students achieve better academic performances. Possibly, they employ numerous forms of E-learning to achieve their goals such as a webpage, wiki, blog, and so on. There is an increasing use of technology in educational fields.

KSMA affords E-learning courses for students. Moodle is used to create online courses for students. Teachers post their syllabus and assignments, have online discussions, give quizzes, collect assignments, maintain a grade book and provide students with different tasks to prepare them for CEE.

Despite a large number of scientific works on the issues of distance education, as well as works related to the use of Moodle, today there are no scientific works and recommendations on the use of Moodle to prepare Bachelor navigators for the CEE in the Master's program.

Purpose of the article. This article aims to determine the features of using the Moodle E-learning environment in preparing navigators for CEE in the Master's program, to determine its advantages and disadvantages.

Main text. Moodle is a tool environment for developing both individual online courses and educational websites. The project is based on theory social constructivism and its use for learning. Author of Moodle Martin Dougiamas believes that the main goal of creating the system was the creation of a system different from all others already existing on the market, which was based on the foundations of cognitive psychology, where the student is an active subject independently creating his own knowledge system, using the sources available to him [2, p. 15].

The role of the teacher is to motivate and support the students by preparing tasks for independent processing, evaluation of the results of their implementation, updating knowledge. According to the principles of social constructivism, constructed knowledge is most effective when students learn in cooperation. This is possible when student works in a group, shares his experiences and thoughts, being open to the experiences and opinions of others. It should be noted that the idea of creating this platform came from Martin Dougiamas in 1999 after long experience in administering a commercial platform WebCT at Curtin University (Australia).

Moodle was designed as tool for empowering teaching, not as freeware replacement of commercial e-learning systems. But the architecture and principles of Moodle turned out to be so successful that Moodle received worldwide recognition by communities [1, p. 192].

KSMA has adopted Moodle as its university-wide course management system. It can be used as an enhancement to lecture courses or even the delivery system or environment for courses delivered fully online. Moodle is a full-featured open-source course management system. The teachers can use it as a full online course or as a supplemental resource to support lessons or activities for students.

The Moodle platform enables instructors to design customized online courses for their students. It has the power to improve how well pupils are trained in a certain field. The benefit of Moodle is that it does not need the instructor to have any prior expertise of website development, database management, programming, etc. Any instructor may use this system to learn how to plan, construct, and manage the learning and control process on an intuitive level.

The teacher can independently construct an electronic course and manage its work with the aid of the suggestions and assistance provided by the support system. The Moodle system is made to support any multimedia resources required for the creation of new ones, the improvement of current ones, or the verification of learned information (video and audio material, tables, diagrams, etc.). The customization feature enables the instructor to quickly and easily choose the color scheme and other design elements of the teaching material, even without having any prior understanding of HTML [4, p. 489].

The main advantage of using learning management system Moodle is the organization of teaching focused at students. Students get access to thoroughly organized content, they can copy the material presented in a digital form, view video files and listen to podcasts, download glossaries corresponding to each module of the course. Moodle gives them the opportunity to self-test and complete tasks and evaluate them regardless of the human factor, have expanded access to Internet resources, the ability to remotely study material in the discipline, and pass the exam session ahead of schedule. Despite so many advantages, the Moodle system also has its certain disadvantages. It is quite complex for users; there are certain costs for training specialists and costs for supporting the system [3, p. 45].

Next it is necessary to describe what is CEE. The CEE is a form of the entrance exam in English for bachelors planning to enter Master's program. Since 2020, the exam has become mandatory for applicants to all specialties in Master's programs. The CEE program was created taking into account the all-European recommendations for language education and corresponds to the B1-B2 levels on the CEFR scale.

The CEE tasks are aimed at testing reading skills, as well as knowledge of vocabulary and grammar of the English language. Authentic texts on various topics are usually offered. The Reading and Use of English parts check students' vocabulary, the ability to use vocabulary and grammar, analyze and compare information, and establish logical connections between different parts of the text. The required student's skill minimum: understanding the main idea of the text and its details; ability to distinguish the main facts and secondary information; ability to find in the text the information necessary to answer questions; understanding unfamiliar English words from the context.

The CEE consists of two parts:

- 1) reading: 22 questions checking the student's ability to work with English texts, understand the main idea, the ability to choose the right heading for a paragraph, answer questions after reading;
- 2) use of English: 20 questions that check the student's level of knowledge of grammar and vocabulary, the ability to use words and phrases appropriately.

The CEE test has 6 tasks, 42 questions. Students have 60 minutes to complete the tasks.

The task structure is the following:

Task 1. In the first task, student will be offered text divided into paragraphs. He must read and select for each paragraph the appropriate heading from the list provided. Some suggestions are extra.

Task 2. Students will need to read the text and answer 5 questions by choosing one of the

answer options.

Task 3. The task of matching texts to the proposed topics.

Task 4. In the fourth task there will be a text in which student should fill in the gaps with the proposed options. As in the first task, there will be extra options.

Task 5. The text with spaces that must be filled with words from the proposed options. The difficulty is that student need to choose a word among those similar in meaning, to determine stable expressions.

Task 6. The task is similar to the previous one, but here the verbs in the correct form are selected.

The scholar O. Kurinnyi divides CEE tests into three groups:

1) task with matching. For this type of task, it is proposed to choose headings for individual paragraphs of the text. Paragraphs can represent a whole text or be parts from different texts. As a rule, this type of task has more headings than there are paragraphs to make the task more difficult;

2) task with selection of one correct answer (multiple-choice test). These tasks include a test after the text that which offers several questions to the text with 4 options of answers for each question. Only one option is correct;

3) task of filling gaps in the text (gap filling). In this type of task, the text with gaps comes first. After the text, words / phrases / sentences / parts of sentences are suggested, which need to fill in text to the content. As a rule, such type of task has extra options of answers (2-3 more);

4) Use of English part combines gap fill and multiple choice [1, p. 193].

Now let's study the issue if it's possible to place tasks of these types in the Moodle environment so that students can prepare for CEE in conditions close to real. Let's look at what opportunities in terms of tests this environment provided the teachers and students with.

Teacher can use the following types of test questions in Moodle.

Multiple choice. The student is asked a question and offered several options. He should mark correct answer (Fig. 1). There are two types of questions of this type: with only one correct answer; with one or more correct answers.

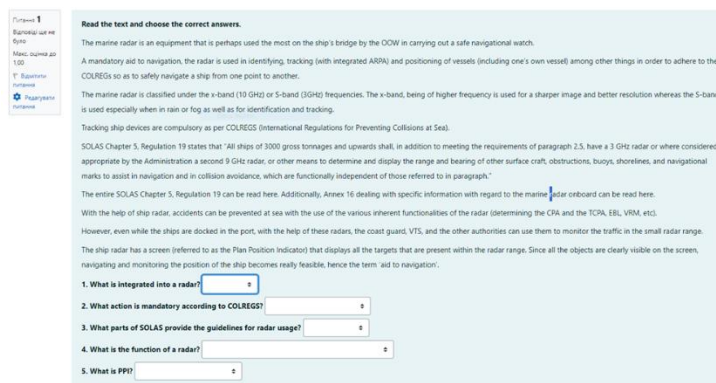


Figure 1 – Example of task «Multiple choice» from Moodle

As we can see, this type of question in Moodle is suited for CEE block «Reading», task with the choice of one correct answer.

Alternative question (true/false). The student chooses the answer to this question from two options True / False. CEE does not have this type of task.

Embedded answers. This is convenient tool that allows the teacher to freely construct test questions, leaving a field for entering answers of types Multiple choice and Short answer in the question text. This type of question is suited for CEE Use of English section, which combines filling in the gaps and multiple choice (Fig. 2).

Питання 1
Відповідей ще не було
Не оцінено
Відкрити питання
Редукувати питання

Read the text and fill in the gaps. There are two choices you do not need to use.

All international sea going ships under the Convention must implement a 'Ballast water management plan' that enables the ship to manage their [] . The plan is designed to meet the requirements for compliance with the Convention and the G4 Guidelines produced by the IMO. It includes standard operational guidance, planning and management, as well as additional details including sampling points and systems. Additionally all ships over 400GT must also carry a ballast water record book that details such requirements as the filling and discharge of each tank, according to [] .

Ships that comply with the Convention will receive and are duly required to carry an international ballast water management certificate. To receive a certificate, a ship will have to supply the necessary documentation showing compliance with the Convention and a survey will be carried out on-board. A survey may be carried out by a flag State, or by a Classification Society who [] . The convention is monitored by Port State Control, who must assess the ballast water management plan and its operation on the ship.

Under the Convention, ships are required, according to a timetable of implementation, to comply with the D1 or D2 standards. The D1 standard requires ships [] , and specifies the volume of water that must be replaced. This standard involves exchanging the uptaken discharge water from the last port, with new sea water; it must occur at a minimum of 200 nautical miles from shore. The D2 standard is more stringent and requires the use of an approved ballast water treatment system. The system must ensure that only small levels of viable organisms remain left in water after treatment so as to minimise the environmental impact of shipping.

New ships will be required to install and comply with the D2 standard from the 8th September 2017, once the Convention has entered into force. Existing ships, [] , have potentially until the 8th September 2024, by which time all ships will comply with the D2 standard.

It is also possible for ships to discharge ballast at approved shore reception facilities in ports, as article 5 requires that when cleaning or repair of a ships ballast tanks occurs, ports should have adequate reception facilities for the sediments.

[] who are subject to the phased implementation schedule [] have been authorised by a flag State [] ballast water exchange has to be done in mid-ocean

[] time, date, location and the treatment applied to the water [] ballast water and sediment discharge to a certain standard [] to carry out a ballast water exchange

[] even after journeys of several months duration

Figure 2 – Examples of task «Fill in the gaps» from Moodle

The teacher can give such task for revision of grammar tenses, collocations, phrasal verbs, prepositions etc. The students will need the knowledge of this information when they do CEE Use of English part. In this task students will have no options; they will have to print their answers.

The teacher can conduct preparing for CEE in the classroom or give students homework or in the form of self-study. If preparation for testing is carried out in the classroom, then the teacher selects the start time of the test, its completion, time limit (80 minutes), and period for submission (5 minutes). The teacher can choose additional restrictions on attempts, namely: a required password; wait time; browser security (while passing the text, the pop-up window fills the entire screen and students cannot open other tab windows due to JavaScript protection). Tests may also contain a passing score (minimum passing score: 3.5), which is indicated as green (test passed) or red (test failed) in the electronic grade book. The teacher may submit several test attempts before announcing the test results. Each attempt is scored automatically. If students practice passing CEE tests at home or in the form of self-study they may have as many attempts as necessary to get the best result.

Conclusion. Moodle allows teacher to fully reflect the CEE tasks. Thus, Moodle is a fairly convenient and effective tool for preparing bachelors, especially distance learning students, for CEE. Teacher can use the following types of test questions in Moodle: multiple choice, embedded answers, matching. The teacher can conduct preparing for CEE in the classroom or give students homework or in the form of self-study. Moodle has such advantages: flexibility, adaptability to individual capabilities of the students, references and hints, impartial assessment of the attainment via automated testing, differentiating of the student groups. But at the same time Moodle system is quite complex for users; there are certain costs for training specialists and costs for supporting the system.

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