

Quizlet is easy to use, it has simple interface for creating flashcards and tests. Also, Quizlet has various learning modes – “Learn”, “Write”, “Match”, “Test”, etc. The teacher can use ready-made materials as there are a large database of custom study sets or make them and to add images and audio according to the topic [7].

As to cons of Quizlet we can admit the limitations of the free version – some features are available only with a subscription and low level of interactivity compared to other platforms (e.g. Kahoot).

**Conclusions.** From the above, it can be argued that the main purpose of Edtech is to facilitate teaching and learning, to help provide access to educational materials to students, at different times and locations. Edtech provides the opportunity to immerse themselves in a virtual environment. Prospects for further research are the creation of methodological recommendations when teaching certain disciplines to future specialists, regarding the use of Edtech.

Thanks to the tools used in Maritime English classes and the use of educational technologies (EdTech), we can form and develop the communicative competences of cadets of the Ship engineering Department.

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## **FLIPPED CLASS TECHNIQUE FOR CONTENT LANGUAGE INTEGRATED LEARNING**

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**Abstract.** The paper reveals the importance of the flipped class technique implementation at the course of Maritime English for the quality enhancement of the content language integrated learning. It's been proved

*that the 21<sup>st</sup> century sets new requirements to the competencies students need to acquire during their education thus demanding from teachers to search for and actively apply new and modern teaching strategies along with the traditional face-to-face learning. With the flipped class technique students are given a possibility to master the material needed at home at a convenient time and at a pace which is suitable for them. Thus, lower level cognitive activities (remembering and understanding) are done individually whereas the classroom-time is dedicated completely to the development of high level thinking skills. The paper suggests a practical example of the flipped class technique implementation.*

**Key words:** *innovative techniques, flipped class, CLIL, professionally-oriented communicative competency, active learning.*

Nowadays there are significant changes in the sphere of professional education and training global goals and tasks determination and prioritization. These changes are caused by the sustainable development and dynamic innovations of the market place thus demanding the provision of competitive professionals. So modern professional education system faces the need to achieve new quality standards the essence of which is students' intellectual and creative development enabling them to utilize the achieved knowledge, skills and competencies as well as to gain new knowledge and improve professional soft and hard skills independently throughout life [2, 35]. Whereas maritime educational establishments are aimed at the provision of highly qualified, competent and competitive seafarers for the maritime industry it requires such an integrated complex approach that would take into consideration the dynamic changes in the industry, globalization and development of international standards as well as the need to train the mariners able to work effectively in diverse cultural and professional contexts. Context Language Integrated Learning (CLIL) is nowadays such an approach to the communicative competency formation of future maritime professionals that enables the integration of soft (communicative) skills development together with the hard (technical) professional knowledge gaining.

The use of real-life professional situations for the stimulation of the communicative activity at the Maritime English lessons is a challenging process as it demands the students to master the language (appropriate vocabulary, grammar structures) as well as to be fully aware of the professional context the language must be used in, e.g. the detailed knowledge and understanding of the loading/discharging operation on a particular ship type, thorough knowledge of stability calculation, principles of cargo stowage, methods of cargo securing and the like. Thus, before the development of the communicative skills during discussions, case analyses, project making, etc. students need to thoroughly study and understand the professional and technical aspects of the issue they are going to speak/write about. And for such purposes the flipped class technique is really of great value and importance as it provides the students with the possibility to become fully aware of the professional aspect to be discussed at the next lesson.

Flipped class is such a teaching technique in which a conventional notion of a classroom-based approach is inverted, so that students get an opportunity to master the material needed at home at a convenient time and at a pace which is suitable for them. In such way, the lower level of learning (according to Bloom's taxonomy) such as remembering and understanding is happening at home, meaning that the lower level of cognitive work is done before the class. Thus the whole time of the lesson is dedicated to the development of higher level thinking skills. Such an idea was first introduced by the American teachers J. Bergmann and A. Sams [3] who decided to record their lectures and post them in the Internet so that students could master the information before the lesson at a convenient pace as many times as needed. The researchers stated that the professional content might be difficult enough to thoroughly understand from the first time so the recorded lectures provide for the opportunity to "pause" and "rewind" the teacher. Thus, a teacher's class-time activity shifts from lecturing, presenting or demonstrating to working with small groups of students or one-on-one with those who most need the teacher's help [4]. Recent studies suggest that the benefits of flipped classrooms are due, in part, to the incorporation of in-class activities, collaboration, and active learning strategies that have been shown to enhance student learning (S. DeLozier, M. Rhodes, J. Jensen, T. Kummer, P. Godoy, etc.). We see another significant advantage of the technique which lies in the formation of an essential 21<sup>st</sup> century competency – the ability to learn, i.e. to teach our students to gain new contemporary knowledge individually, critically assess and analyze what is published in Internet and other sources and to

apply the received information in the professional activity [1, 10]. So, in this paper we are aimed at sharing our practical experience of the flipped class technique implementation to illustrate how it can promote the quality of CLIL approach at the Maritime English lessons.

There are some differences in the implementation of the flipped class technique depending on the level of education. At the 1<sup>st</sup> and 2<sup>nd</sup> year of education students are not ready to work individually besides they are still lacking many professionally-based information and practical skills and knowledge. So, at this stage we recommend to introduce only some elements of flipped classroom to teach students to learn themselves but mindful monitoring and guiding of the process. Later on, at the 3<sup>rd</sup> and 4<sup>th</sup> year of education being trained for the operational level of functioning students already have some shipboard experience and more mature and able to discover, learn and understand the information by themselves having the classroom time left for collaborative work, group discussions, project makings and the like. So, here at this stage, teacher may no set any limitations in the amount of the information sources to be used for familiarization and knowledge gaining. They may feel free to use the nautical publications, web-sites and any other available sources for the reference. But still the role of the teacher is to clearly set the task and explain what exactly they need to learn about. For example, the 4<sup>th</sup> year of study in KSMA is the course related to cargo handling. During the semester students need to master the key points of safe handling of various cargo types – solid bulk, liquid bulk, dangerous, containerized and non-standardized cargoes. They do have an experience but usually with one the types (as they mainly have worked on one ship type), maximum two of them. Meaning that the information about the transportation peculiarities of other cargo types is still unknown. With this year students we discovered that they were not familiar with the peculiarities of the non-standardized cargo. Asking them to master some professional content we provided some resources on Moodle but encouraged to use any other materials they can find. Though the instructions as per what to find and learn before the lesson were very specific. For example, before the lesson *loading Methods* students were asked to find the information using the plan:

- main idea of skidding as a loading method used for the non-standardized cargoes
- equipment needed for skidding
- what cargoes can be loaded by skidding

Then at the lesson students are suggested to start with the sharing the information they have learnt (cause they might have used different sources and references) thus being involved in peer-teaching and shaping the final shared mental model of the cargo loading procedure. After that students are suggested a set of communicative tasks based on real-life situations which are aimed at both communicative skills development and higher order thinking skills development (analyzing, evaluating, and creating). The tasks we used were: Look at the pictures and discuss which cargoes are better to be loaded by skidding, Describe a step-by-step loading of OOG cargo using skids, List possible challenges while skidding module carriers and suggest the ways to minimize risks, Analyze the case and discuss why the accident happened, Develop an alternative plan for avoiding the accident. The example described proves that the implementation of the flipped class technique allowed for the productive use of the classroom time engaging students actively into communicative interactive activities which enable professionally-oriented communicative competency formation.

Generally speaking a flipped class is a pedagogical technique in which a conventional notion of a classroom-based approach is inverted, so that students get an opportunity to master the material needed at home at a convenient time and at a pace which is suitable for them. In such way, the lower level of learning (according to Bloom's taxonomy) such as remembering and understanding is happening at home, meaning that the lower level of cognitive work is done before the class. By "flipping" the class a teacher creates such conditions under which students learn to learn individually, to bear responsibility for their level of preparation for the class as well as develop their time-management skills.

So, proceeding from the above, we may conclude that the flipped classroom approach may give both teachers and students the possibility for interactive, engaging and motivating educational environment which will make the language learning process more interesting and efficient, will provide for the development of critical thinking and give students the chance to learn how to learn. It also saves precious classroom time for the development of key language skills and competencies – speaking and/or writing – by organizing group discussions, debates, presentations and peer teaching instead of lecturing or making them read long technical texts. Nevertheless, all above mentioned benefits of flipping your English classes may actually end in failure

if done without appropriate preparation and required consideration. The main idea a teacher needs to keep in mind when starting flipping a class is that the introduction of this approach must be considered, deliberate and thoroughly planned and organized.

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### **РОЛЬ УЧИТЕЛЯ У ФОРМУВАННІ І ПІДТРИМАННІ МОТИВАЦІЇ ДО ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ**

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***Анотація.** З початком нашої цифрової ери з'явилася низка можливостей вивчати англійську мову поза традиційними мовними класами завдяки все більш привабливим та доступним технологіям. Пандемія Covid-19 змусила багато навчальних спільнот перейти на онлайн-платформи та інструменти навчання, підвищивши обізнаність про такі ресурси. В останні роки наявність штучного інтелекту створила додаткові можливості для учнів досягати прогресу поза межами традиційних очних класів. Однак не всі мали позитивний досвід онлайн-навчання. Є підстави вважати, що мотивація деяких учнів постраждала під час періодів онлайн-навчання, принаймні у формальних навчальних закладах. Наприклад, у школах і університетах спостерігається зниження мотивації всіх учнів і студентів після включення онлайн-навчання, і багато викладачів повідомляють про нижчий рівень їхньої залученості, особливо тих, які походять з малозабезпечених сімей і навчаються на онлайн-платформах.*

*Соціальна взаємодія — це не єдиний фактор, що впливає на мотивацію та змінюватиметься, коли студент навчається поза традиційним очним навчанням. Наприклад, може змінитися доступ до навчальних ресурсів (наприклад, бібліотек, навчальних матеріалів, лінгафонних лабораторій), тоді як фізичне середовище може стати більш-менш сприятливим для навчання (наприклад, покращене планування уроку викладачем, фізична зустріч з однолітками, відчуття співробітництва та конкуренції, що гостріше переживаються під час фізичного контакту). Однак ці фактори змінюватимуться по-різному залежно від контексту, іноді покращуючи мотивацію, іноді ні. Навпаки, характер соціальної взаємодії змінюється набагато більш передбачуваним чином. Вплив змін у соціальній взаємодії є логічною відправною точкою, з якої потрібно починати дискусію, намагаючись зрозуміти зміни у мотивації до навчання, а саме, до вивчення іноземної мови.*

***Ключові слова:** роль вчителя, мотивація, викладання англійської мови як іноземної, онлайн навчання, офлайн навчання*

**Постановка проблеми.** Взаємодія з іншими важлива для вивчення багатьох предметів. Але це,