PRODUCTIVE INTERACTIVE ACTIVITIES TO TEACH PROFESSIONAL ENGLISH ON-LINE

Boiko K. L.
Kherson state maritime academy
(Ukraine)

Introduction. The article addresses the challenges facing the modern educational system, which includes increased requirements, a significant volume of information, and the need for rapid learning. It highlights the yearly elevation of educational standards, making it increasingly difficult for educators to achieve desired results using traditional teaching methods. Moreover, the article underscores the significance of interactive learning models in the context of the global COVID-19 pandemic and war, which necessitated the adoption of efficient teaching methods for online classes.

Interactive learning, as a model, has been widely adopted even before the pandemic. It is valued for its capacity to facilitate a well-organized interaction between teachers and students, creating a two-way exchange of information. This method centres around students' participation in an interaction-based, complementary, collective learning process.

The relevance of the research. Researchers are actively exploring the development of interactive technologies, with a focus on two main areas: technologizing of education and the utilization of tools to enhance the educational process. Notable scholars like K. Bakhanov, O. Pometun, L. Pirozhenko, N. Dudnyk, P. Pidkasystyi, T. Panina, and L. Vavilova have shown interest in incorporating interactive technologies in education. Their works emphasize the implementation of activity-based and personality-oriented approaches to learning, laying the theoretical and methodological foundations of interactive learning and describing various forms of interactive learning.

The effectiveness of teaching future specialists using interactive technologies has become a subject of great interest to scientists, both in theoretical and methodological aspects. Scholars like O. Pometun, O. Luchaninova, H. Voloshyna, I. Marushchak, V. Huzeyev, and I. Svyrydenko emphasize the naturalness, favourable features, and limitless potential of interactive learning technologies.

The problem statements. The article's primary focus is on analysing the effectiveness of interactive English for Specific Purposes (ESP) teaching technologies based on the author's experience. It underscores the importance of introducing innovative pedagogical technologies in higher education institutions to meet the demands of the maritime industry. The maritime industry necessitates graduates with probabilistic thinking, who can navigate unfamiliar situations, requiring the development of individualized education, student independence, and overall well-being. English is vital as the language of communication in this context, and the interactive learning model aligns with the demands of modern education, sustaining student interest and enhancing knowledge quality.

The research results. The article presents the results of work with second- and fourth-year cadets, analysing and comparing the effectiveness of various technologies in the "Maritime English" course. Interactive methods for teaching foreign languages are highly favoured among students as they engage students actively in the learning process. These methods change the dynamics of teacher-student interaction, shifting the focus from the teacher to the students, who are encouraged to take the initiative.

In the course of interactive learning, students work in pairs or small to medium-sized groups, fostering critical thinking and the ability to solve conditional professional problems through the analysis of circumstances and factual information. This approach encourages the exchange of opinions, participation in discussions, consideration of different options, and informed decision-making. Interactive learning in English classes includes various materials

such as technical texts, court and maritime documents, ship diagrams, and links to forums for active seafarers.

The article explores modern interactive teaching technologies that significantly enhance the quality of future seafarers' training. These methods include case-study analysis, role-playing games, project-based learning, brainstorming, debates, inviting specialists for discussions, and more. These methods are rooted in collective interaction through conversation, dialogue, discussion, experience exchange, and assumptions, which promote mutual understanding and the resolution of learning tasks.

Case-study analysis is highlighted as a method for analysing real-life situations, often using official websites to investigate accidents and incidents in the merchant marine. This approach combines theoretical knowledge with practical experience, enabling students to see and assess the consequences of incorrect actions and reinforcing the importance and relevance of their learning. While the case method has been shown to activate theoretical knowledge and practical experience, it does require more preparation time from the teacher.

Role-playing games are introduced as a tool to increase students' effectiveness and interest in performing roles related to their future profession. These games encourage active interaction, enhance speech skills, and help students overcome communication barriers.

Inviting specialists from the shipping industry to the classroom is another valuable approach. These professionals provide first-hand insights and expertise, fostering increased interest among students and adding significance to subjects related to their field.

Conclusions. The use of interactive methods results in the development of critical thinking, reflective abilities, analysis and evaluation skills, independent understanding, formation of new knowledge, active participation in discussions, and the ability to make decisions and solve complex issues.

The article underscores the importance of modern higher education in providing not only fundamental knowledge but also the conditions for students' social adaptation and self-education. The shift from traditional education to lifelong learning and individualized education is seen as the way forward. Interactive learning technologies are identified as a key component in shaping active, creative, and competitive individuals. This transition marks a shift from knowledge-based pedagogy to developmental pedagogy, focusing on skill acquisition and self-development. The article emphasizes that meeting the challenges of education in the contemporary world under the stressful conditions requires innovative approaches such as interactive learning to ensure the high-level professional training of future navigators.

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