

# PROMISING AREAS OF USING HISTORICAL AND PEDAGOGICAL EXPERIENCE TO IMPROVE THE LINGUISTIC PROFESSIONAL TRAINING

## ÁREAS PROMISSORAS PARA UTILIZAR A EXPERIÊNCIA HISTÓRICA E PEDAGÓGICA PARA MELHORAR A FORMAÇÃO PROFISSIONAL LINGUÍSTICA

Recebido em: 12 de janeiro de 2021

Aprovado em: 20 de março de 2021

Sistema de Avaliação: Double Blind Review

RCO | a. 13 | v. 2 | p. 130-144 | mai./ago. 2021

DOI: <https://doi.org/10.25112/rco.v2i0.2380>

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## ABSTRACT

In a modern globalized world, knowledge of a foreign language is important, determines the relevance of high-quality training of specialists in foreign language communication. Foreign language proficiency is a significant condition for establishing and maintaining international business contacts, intensifying professional interaction with foreign colleagues. The Bologna Convention also proclaims knowledge of foreign languages as a necessary basis for the mobility of students, teachers and scientists for access to education, research, teaching and training in the European Region. All these factors justify the economic value of knowledge of foreign languages and become an indispensable component of the professional training of future specialists. Competitiveness of specialists depends on the ability to read and translate professional foreign literature, on the formation of skills to listen to lecture material and reports in a foreign language during conferences, round tables and seminars; from the ability to participate in an idiosyncratic conversation on professional and business topics; from the ability to find the necessary information on the Internet or in any other foreign sources; from the ability to prepare and conduct a presentation on a selected topic.

**Keywords:** Maritime industry. Language proficiency. Communicative competence. Educational policy. Historical and pedagogical experience.

## RESUMO

Em um mundo moderno globalizado, o conhecimento de uma língua estrangeira é importante e determina a relevância de uma formação de alta qualidade de especialistas em comunicação em língua estrangeira. A proficiência em língua estrangeira é condição significativa para o estabelecimento e manutenção de contatos comerciais internacionais, intensificando a interação profissional com colegas estrangeiros. A Convenção de Bolonha proclama também o conhecimento de línguas estrangeiras como base necessária para a mobilidade de estudantes, professores e cientistas para o acesso à educação, investigação, ensino e formação na Região Europeia. Todos esses fatores justificam o valor econômico do conhecimento de línguas estrangeiras e tornam-se um componente indispensável da formação profissional dos futuros especialistas. A competitividade dos especialistas depende da capacidade de ler e traduzir literatura estrangeira profissional, da formação de habilidades para ouvir material de aula e relatórios em língua estrangeira durante conferências, mesas redondas e seminários; da capacidade de participar de uma conversa idiossincrática sobre temas profissionais e de negócios; da capacidade de encontrar as informações necessárias na Internet ou em qualquer outra fonte estrangeira; da capacidade de preparar e conduzir uma apresentação sobre um tópico selecionado.

**Palavras-chave:** Indústria marítima. Proficiência linguística. Competência comunicativa. Política educacional. Experiência histórica e pedagógica.

## 1 INTRODUCTION

Among the main principles of state educational policy, priority ones are: ensuring the interaction of science, education and production in the development of international activities, supporting entrepreneurship in the scientific and production sphere, training personnel in the field of innovation, that is, training for people who will directly work in the field of international cooperation. General vocational training in a technical higher educational institution is determined by the volume, structure and dynamism of the educational material that a student of physical culture needs for professional development in modern conditions. A foreign language is included in this complex as an organic component of the process.

As the analysis of scientific works on the problem of the effectiveness of learning foreign languages in physical culture educational institutions shows, various factors have a powerful impact on the process of successful language acquisition: general pedagogical, methodological, individually psychological, psychophysiological, social (SCHUKIN, 2020).

Now one of the main tasks of the higher school of the maritime industry is to satisfy the needs of the labor market, provide quality training, a high level of professional readiness of future specialists and their competitiveness. Such a task can be performed only in the case of comprehensive professional knowledge and skills, their appropriate attraction, the ability to solve professional problems in a foreign language environment, and the ability to integrate into the European educational space. For the formation of professional competence of specialists with a higher education in the physical profile, knowledge of foreign languages is of paramount and priority importance, their knowledge of which makes specialists competitive in the international labor market. This necessitates qualitative changes in the study of foreign languages by future specialists in the maritime industry, which will improve the degree of development of their foreign language competence and make success in professional active work. Like the teaching of other academic disciplines, the study of a foreign language in a professional direction in a higher maritime educational institution involves the implementation of practical, educational, educational and developmental tasks (SHERMAN; POPOVA; YURZHENKO, 2018). At the same time, the subject "foreign language" differs significantly from other disciplines, since the main place during its study is the implementation of practical goals, in the process of achieving which they realize other tasks. In addition, the practical goal in training foreign language cadets in the military-industrial complex of Ukraine in the physical profile is to build communicative competence, that is, the ability to communicate with representatives of the country whose language they are studying (RAINSBURY, 2002).

In the context of the analysis of foreign language communicative competence of cadets studying a foreign language in a professional direction, it is advisable to pay attention to the possibility and

necessity of forming educational, linguistic, sociolinguistic, sociocultural, compensatory competencies as the main components in the process of establishing communicative competence. The formation of language competence should be aimed at developing the ability to use language material in the process of obtaining certain information during intercultural communication. The presence of sociolinguistic competence implies the ability to use realities, special turns, specific rules of verbal communication, characteristic of the countries whose language they are studying. But sociocultural competence is associated with knowledge of the sociocultural characteristics of the country. Educational competence is formed by such skills as the ability to work with a dictionary, reference books, etc. A special place in the system of formation of communicative competence among cadets when studying foreign languages in higher education institutions of physical culture is occupied by compensatory competence. We are talking about such situations when the cadet is required to be able to carry out the assigned communicative tasks of varying complexity using limited language resources, provided that the development of each type of speech activity is communicatively sufficient (KOTOVA, 2016).

The formation of foreign-language professional and communicative competence requires a change in the content, structure and technology of learning a foreign language for special professional purposes, encourages methodologists, technologists, linguists to intensify research. The transition from language as a "combination of grammatical and lexical knowledge" to its practical use by specialists of various profiles is argued as the main problem-communicative teaching method based on the orientation towards professional communication.

Foreign communicative competence of future specialists of physical culture is an integral component of professional training and is a comprehensive personal resource that makes it possible to effectively interact in the process of using a foreign language as a means of fulfilling professional tasks. Consequently, the problem arises of increasing the effectiveness of teaching a foreign language, which can be achieved by using productive ideas of historical and pedagogical experience to improve foreign language training of future specialists in the physical culture industry.

## **2 METHODOLOGY**

In modern conditions, the competitiveness of a maritime specialist in the labor market depends on his willingness to master new technologies, easily adapt to changing working conditions, professionally navigate information flows and use a foreign language in professional communication. Most of the sailors today operate under a foreign flag, as part of multinational crews. Education and training of sailors require

taking into account the features of such work. A strategically important reference point in teaching a foreign language in physical culture education institutions is to improve the methodology of teaching a foreign language using the latest achievements of science, technology and computer science, creating the prerequisites for effective integration into the global economic, political and educational space, as well as for professional growth and improvement competitiveness of graduates of higher educational institutions in the labor market (NEGARA, 2018).

Of particular relevance is a professionally oriented approach to teaching foreign languages in higher educational institutions, provides for the formation of students' foreign language communication skills in specific professional, business, scientific fields and situations, taking into account the peculiarities of professional thinking. A powerful specific principle of the formation of professional foreign dialogical speech of future navigators and mechanics is the principle of situationally. Its implementation on the basis of the cognitive-communicative approach provides for the creation and use of professional communication situations close to real ones. After students of physical culture learn language skills (lexical, grammatical, phonetic), the formation of communication skills (interaction to achieve results) becomes a priority. It is in the process of communication in educational situations to perform professional tasks that speech interaction is no longer the goal of training, but a means of forming professional communicative competence (ZICHERMANN; CUNNINGHAM, 2011).

The level of knowledge of a foreign language of an individual should be interpreted as an important indicator of the success of a modern specialist, as a result of his training in higher educational institutions. The willingness of students of physical culture to learn a foreign language in the specialty is distinguished by a system of personality abilities, namely: the ability to self-improve knowledge of a foreign language, an understanding of the customs and cultures of other countries, the ability to communicate with foreign specialists personally, without an interpreter, the ability to continue studying abroad, the ability to use knowledge of a foreign language language in practice, communicating with foreign colleagues. Learning a foreign language plays a large role in professional communication in a higher non-linguistic institution, affects the preparation of students for effective communication in a professional environment. One of the main tasks of a higher education institution should be to provide assistance to freshmen both in professional adaptation and in learning a foreign language in their specialty (STUPINA, 2019).

Teaching a foreign language should be started taking into account the basic level of knowledge on the principle of "from simple to complex", rather develop a student's algorithm of his activity in the mode of the communicative series "teacher / audio and multimedia - student", "student - student". The modern methodology of teaching foreign languages is a flexible information and learning environment.

A modern approach to finding the optimal and effective methodology for teaching foreign languages in a non-linguistic institution of higher education is to combine traditional and intensive teaching methods. With the active use of modern pedagogical technologies in the process of teaching a foreign language, students of different specialties achieve a positive result in the assimilation and use of a foreign language by future specialists in their professional field.

One of the important tasks of higher education institutions of physical culture profile should be the provision of assistance to freshmen both at the adaptation stage of learning a foreign language, and in professional activities. Differentiated distribution is one of the main conditions for the successful mastery of foreign languages, therefore, this factor must be taken into account when studying foreign languages in higher education institutions of physical culture profile. Digitalization of learning a foreign language. The study of scientific works and their own pedagogical experience serve as the basis for the systematization of didactic and methodological prerequisites for the formation of students of a foreign language professionally oriented communicative competence by means of Internet resources, the use of which allows (SMIRNOVA-TRIBULSKA, 2018):

1) a wide range of available authentic sources of professional information and a huge selection of virtual educational services (dictionaries, encyclopedias, search engines, electronic platforms in the distance learning system, multimedia courses, websites and services for learning foreign languages), the interactive nature of the large number of virtual educational services, what affects the intensification of the process of learning a foreign language;

2) creating an environment in the context of joint language projects, exchanging information, ideas, plans, applying authentic activity situations related to cooperation, searching and transmitting professional information in a foreign language, which helps to increase students' motivation and interest in a foreign language as an instrument of knowledge of native speakers this language;

3) the use of various forms of classroom and extracurricular work - individual, paired, group through a search activity in the network; analysis of the received professional information with the help of students' self-reflection helps to organize joint research work, quickly exchange information and form communication skills;

4) creating an enabling environment for individual learning, multimedia, expanding the educational space, prompt informing and updating information, contributing to the effective organization of information time and space, the development of educational autonomy, self-organization, self-control and creativity;



5) providing quick feedback and monitoring student performance, allows you to objectively evaluate students' academic achievement, post and perform online tests, instantly receive an assessment and see your progress in mastering knowledge and developing communication skills.

For example, the use of the information website about.com and its derivatives (specialized.about.com, psychology.about.com, grammar.about.com, gocalifornia.about.com, 712educators.about.com, dance.about.com etc. e.) provides great opportunities for students of physical culture. The site contains authentic texts, the latest world news in industries that may be of interest to future specialists, various tests to test knowledge on specialties, and the like. In addition, students can view videos with what they are interested in in a foreign language, discuss what they hear and see, create dialogs on a proposed topic (SIZANOV; POPLAVSKY, 2018).

In modern pedagogy, attention to the cross-cutting and intersubject approach in teaching foreign languages is growing annually. Teachers understand that there is no need to wait, for example, in a foreign language class in order to improve communication skills, this can be done in parallel when studying any professional discipline. Interdisciplinarity expressed in the combination of two or more academic disciplines in one activity. Interdisciplinarity is a type of knowledge and an approach to a training course, consciously embracing the methodology and language of more than one discipline for mastering a central topic, problem, event, fact and experience (DEMCHENKO, 2020). Interdisciplinary communication is increasingly strengthened with the development of new approaches to teaching, the active use of information and communication tools, as well as interactive techniques. Classes combine several types of activities, giving cadets the opportunity to move from one type of work to another, remaining focused and maximally interested in working in class.

Among the positive aspects of using the interdisciplinary approach in teaching, the following can be distinguished (PRIMINA, 2019):

- Exchange of ideas about discipline and training with fellow enthusiasts to achieve a common goal.
- improving student performance;
- the opportunity for cadets to learn if unexpected interdisciplinary connections arise;
- the ability of cadets to realize that teachers model long-term training, are interested in their discipline and the courses of other teachers, work together with colleagues, show connections between what they know and new ideas, form new views on solving problems;
- creativity, flexibility, real training, not isolated by educational experience;
- the availability of great opportunities for cadets to connect new knowledge with what they already know and what they are interested in;

- favorable conditions for cadets in teaching and demonstrating their skills, understanding problems;
- personal contribution of cadets to the work as a result of studying new / complex concepts, providing privileges and responsibilities in choosing what and how they teach, demonstrating their vision of the problem (DEMCHENKO, 2020).

Among the shortcomings should be called the integration confusion that may arise during such classes, and the complexity of the training program. The specifics of teaching in the physical culture profile of air defense is that, in addition to purely professional skills, future specialists in the physical culture industry should be knowledgeable in all areas of life. During swimming, such needs may arise, for example, providing emergency medical care, solving socio-cultural problems and overcoming speech barriers that arise when crew members from different countries interact. We are talking about a variety of situations that threaten the health and / or life of people and require immediate decision-making.

The dual form of education in higher and vocational higher education institutions provides for education through a combination of training of persons in educational institutions with training at workplaces (even with payment) at enterprises, institutions and organizations for the acquisition of a certain qualification on the basis of an agreement (ABELLA, 2015).

The aim of introducing the dual form of education is to improve the quality of professional training of educational applicants. Educational institutions make a decision on the introduction of a dual form of education based on labor market research. They will also be able to conclude a list of educational programs for which dual training is appropriate. Dual business entities and educational applicants will also be able to initiate dual training (FROLOVA; BARSUK, 2018).

The procedure for the selection of applicants for education for dual education is jointly implemented by business entities and educational institutions. "The dual form of education" is a way of obtaining education, it provides a combination of training for persons in educational institutions with training at workplaces in enterprises, institutions and organizations for the acquisition of a certain qualification, as a rule, on the basis of an agreement on training in a dual form of education.

This is the case when both an educational institution and an enterprise (institution, organization) participate in the training of young specialists. The essence of such a system is the close interaction of enterprises and educational institutions on the basis of social partnership, where both parties are equal partners, develop and coordinate the educational process, and monitor its results (CHERNY, 2019).

Creation of a repository of professional literature of physical culture industry in a foreign language. The trend of professional education may be the creation of a repository of professional literature of physical culture industry in a foreign language to simplify the search for the necessary information for



both beginning teachers and students. An electronic archive for organizing and storing electronic copies of documents of a scientific, educational and methodological purpose, created by teachers, employees, graduate students, students of physical culture, as well as other persons, provides in these materials constant open free full-text access via the Internet.

The level of professional competence of teachers is one of the main conditions for ensuring the competitiveness of higher education institutions. Unfortunately, the professional competence of the teacher is not characterized by its content and structure; a clear system of criteria for the diagnosis of its formation has not been developed. A modern foreign language teacher becomes not only an observer, but also an active participant in changes in the concept of teaching a foreign language in a professional direction. Traditionally, in the study of styles of pedagogical communication, the main focus is on their operational structure: interpersonal actions, communication methods and techniques, methods of pedagogical influence. In communication with students, any teacher appears not only as a bearer of a certain social role, but also as an integral distinctive personality with its inherent qualities, needs, and individual characteristics of the motivational-value sphere. The teacher must have organizational abilities, only a highly organized person can effectively and consistently complete the tasks outlined by the curriculum and manage the activities of students (SAUERMAN; ROACH, 2012).

The teacher of a higher education institution should logically expound a large amount of information, clearly formulate their opinion so that students better learn the teaching material. It is worth noting that such a characteristic of the teacher as creativity, which manifests itself in the creative process of preparing for the lesson, plays an important role in increasing the motivation of students. It is the creative competence of the teacher that makes his work productive. Teaching such a discipline as a foreign language in a higher education institution of physical culture profile violates the teacher's additional requirements regarding knowledge of the basic foundations of the future specialty of students. Usually, teachers who come to work in foreign language departments at higher educational institutions of physical culture profile do not have a proper supply of vocabulary, namely terminology familiar with the specifics of the industry. This is the greatest difficulty facing young teachers. The task of the foreign language department is to help these teachers to master the necessary vocabulary and learn the basics of the specialty. Teachers of a foreign language should closely cooperate with teachers of specialized departments, attend professional meetings, conferences in order to clearly know all the features of the future professional activities of students.

Understanding this makes it possible to fruitfully work with texts in the specialty, discuss them, conduct role-playing games, mini-conferences with presentations of essays on topics of course

and graduation projects. Due to the presence in the structure of the teacher's personality of various motivational-value dispositions, he constantly consciously or involuntarily prefers communication actions, methods and techniques that correspond to his values and needs (LANGE, 2014).

The teacher's communication is under constant interfering influence of personal dispositions and is shifting towards motivational trends. So, motivational factors have the teacher communicate with students of individual identity, stability and trans-situationality.

Students are most interested when the material is built on the basis of their chosen specialty, which stimulates the study of a foreign language, increasing and expanding their professional knowledge. At the center of the educational process is the student's personality, his needs and development opportunities. The role of the teacher in this is to create favorable didactic conditions for the development of educational and professional material, to motivate and stimulate the intellectual development and creativity of students. We note the importance of using Internet resources while teaching a foreign language in higher education institutions of physical culture profile. In the case of a successful choice of material and its purposeful planning, these technologies introduce novelty elements into the educational process, interest students in learning a foreign language, giving them access to various authentic materials, help work on the language at a convenient time for them, contributing to the process as a whole. One of the main qualities of a teacher is his methodological competence. The teacher should be competent in matters of the methodology of teaching a foreign language in the professional field, in order to expediently plan the formation of practical knowledge and skills of students, taking into account the degree of training, educational content, the level of knowledge of a foreign language by students of a certain group, and their sphere of interests. Facilitator, whose task is to focus and stimulate an independent process of searching for information, to jointly solve problems should be knowledgeable with modern teaching methods of foreign languages, special teaching techniques and techniques in order to optimally choose teaching methods in accordance with the level of knowledge, needs, interests future specialists. Successful completion of what has been started depends on the teacher's creative approach to the choice of teaching methods, on the rational and motivated use of teaching methods in classes for learning foreign languages, on the creativity of the teacher, since all this leads to the teaching of science and art at the same time. During the dissertation search, methodological recommendations were developed, which characterized the constructive experience of teaching English in the study period (WALDROP, 2015).

### **3 RESULTS AND DISCUSSION**

The variability of forms and models of the study of foreign languages in physical culture institutions is subject to the conditions of mobility. At the current stage in the development of education and science, to confirm the fact of mastering foreign languages, it is no longer enough to have the ability to translate from foreign lands adapted, inauthentic texts. Now, during the reforms of the higher education system of different countries of the world, the level of knowledge of foreign languages must comply with the European requirements for the quality of education. In particular, this is required by integration processes in primary national education, the informatization of the educational space, the establishment of cooperation between educational institutions and leading European institutions in the field of educational and scientific activities, international student exchanges, the possibility of obtaining a second degree in education and training for master's programs in backdoor. At the present stage of the development of pedagogical theory and practice, the communicative and constructive methods are recognized as the basic methods of teaching foreigners. The goal of mastering the communicative method is to compete with the competitors when there is no need for the beginners to explain the grammar rules, but the students are more likely to be more attentive to them. Students of physical culture become involved in "communication in the process of communication". The choice of the right and the command to remind to be communicatively suppressing the deficiency of information, the choice of the reaction (QUERELLOU, 2010).

The communicative approach is implemented due to a number of patterns of verbal communication:

- speech communication has an active character;
- the communication process has its own subjectivity, limited to such factors like activities, topics, events, problems, etc .;
- the communication situation is modeled in accordance with typical options for relationships in the team;
- the use of speech means due to the characteristics of the communication process in a given situation.

An innovative approach to the study of foreign languages by cadets is to use:

1) interactive educational technologies without the use of technical means that cover the polylogue (the ability of each cadet to have and express his own opinion) dialogue (the cadets' perception of themselves as equal partners); technology for the development of critical thinking (focused on the development of a versatile personality, able to think critically) technology of projects (modeling social interaction) in a foreign language course design technology forms the skills of research in cadets of higher

educational institutions of physical culture profile: searching for information (working with reference books, dictionaries, Internet resources), processing of received data, etc.) gaming technology;

2) interactive educational technologies using technical means covering modular learning technology; testing technology;

3) information and communication technologies (ICT), which in international practice are called e-Learning; software along with the use of the Internet, the use of special computer programs become an integral unit of the learning process;

This technology group includes specialized programs (LAM, 2001):

- computer courses ("Reward", "The Business"); - electronic dictionaries and translators ("Macmillan English Dictionary", "Lingvo", "Prompt");

- test shells, with the ability for the teacher to create their own tests; - professional software, an example of which is a program such as PowerPoint, which is used to prepare presentations, slide shows and PR events, create a portfolio, etc.

Today, information technology reigns in the world, so the emergence of the latest technology is becoming a completely natural tendency. Among innovative technologies, work with an interactive whiteboard should be mentioned. An interactive whiteboard, or Smart Board, is a touch screen connected to a computer to which the projector transmits an image from a computer. Interesting powerful resources that this device provides. Using special software, the teacher and cadets have the opportunity to work with texts or video and audio objects, as well as with materials from the network. Very useful and interesting, according to teachers, is that the equipment allows you to take notes by hand simply on top of open documents, and then also save this information. The relevance of using an interactive whiteboard in foreign language classes at higher educational institutions of physical culture profile, argued for by increasing the effectiveness of training, is evidenced by the data of SMART Technologies. According to the report of the European Association "European Schoolnet" on the impact of information and communication technologies on success, working with an interactive whiteboard in the lesson helps to improve the results of cadets in a number of disciplines, among which the first place is taken by a foreign language.

Promising areas of using the productive ideas of historical and pedagogical experience to improve foreign language training of future specialists in the maritime industry include: problem-oriented study of a foreign language with professional immersion; involvement of native speakers in teaching; differentiation of training of applicants for education, taking into account the basic level of knowledge; digitalization of learning a foreign language; providing a cross-cutting and intersubject approach to

teaching foreign languages; the introduction of a dual form of teaching a foreign language in a professional direction; creation of a repository of professional literature of physical culture in a foreign language; preparation of teachers of higher educational institutions for textbooks; teaching special disciplines in a foreign language; orientation to European documents in the conditions of integration governing the study of foreign languages in institutions of higher education of physical culture profile; the variability of forms and models of learning foreign languages in institutions of physical culture profile in conditions of mobility; introduction of authentic teaching aids into the educational process as the most convincing representatives of foreign reality.

#### **4 CONCLUSIONS**

In the process of the study, methods that can be taken from historical and pedagogical experience to improve foreign professional training of future specialists in the of physical culture were analyzed. As a result, promising areas of using the productive ideas of historical and pedagogical experience to improve foreign language training of future specialists in the maritime industry were identified: problem-oriented study of a foreign language with professional immersion; involvement of native speakers in teaching; differentiation of training of applicants for education, taking into account the basic level of knowledge; digitalization of learning a foreign language; providing a cross-cutting and intersubject approach to teaching foreign languages; the introduction of a dual form of teaching a foreign language in a professional direction; creation of a repository of professional literature of physical culture in a foreign language; preparation of teachers of higher educational institutions for textbooks; teaching special disciplines in a foreign language; orientation to European documents in the conditions of integration governing the study of foreign languages in institutions of higher education of physical culture; the variability of forms and models of learning foreign languages in institutions of physical culture in conditions of mobility; introduction of authentic teaching aids into the educational process as the most convincing representatives of foreign reality.

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