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INTERACTIVE LEARNING METHODS AS A KEY TO THE COMMUNICATIVE COMPETENCE OF THE FUTURE MARINERS

The article discusses interactive learning methods. Modern world standards in the field of education provide for the training of highly qualified specialists capable of integrating theoretical knowledge and practical skills into a coherent system, mastering new technologies, etc. For the successful realization of the personal potential of each student in the educational process, conditions must be created for the formation of such personality qualities as mobility, the ability to integrate into a dynamic society, critical thinking, the ability to generate new ideas, the ability to make non-standard decisions and bear responsibility for them, communicative skills, the ability to work in a team, the ability to model educational situations, etc. The use of interactive learning technologies contributes to the solution of such tasks.

Interactive learning is a specific form of organizing cognitive activity, which has the intended goal of creating comfortable learning conditions, by which each student feels his success and intellectual capacity.

Examples of the use of interaction in English language classes for the Maritime Academy cadets are given. The sequence of organization and implementation of interactive teaching methods to achieve communicative competence of cadets was analyzed. It is noted that it is important to organize training in a friendly psychological atmosphere. It is shown that the use of interactive methods in English classes allows to remove communicative barriers in communication. It was determined that with the help of interaction, cadets at the Maritime Academy conduct research work and prepare a presentation of their ideas, which is a good practice for improving communication competence. It was noted that interactive teaching methods require high-quality training from the English teacher for the successful organization of the educational process.

Key words: *speaking competence, Maritime Academy, cadets, case-study, project work.*

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ІНТЕРАКТИВНІ МЕТОДИ НАВЧАННЯ ЯК ЗАПОРУКА КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ МОРЯКІВ

У статті описано інтерактивні методи навчання. Інтерактив означає, що курсанти працюють разом і мають вплив один на одного. У процесі взаємодії роль діяльності рівна. Курсанти можуть ставити питання або висловлювати свої ідеї викладачу. Простіше кажучи, інтерактивне навчання – це навчання, яке вимагає участі студентів. Ця участь може відбуватися через обговорення в класі та невеликих групах, а також через вивчення інтерактивних навчальних матеріалів.

Наведено приклади інтерактивних методів навчання на уроках англійської мови для курсантів морської академії. Велику роль у формуванні професійних якостей відіграє вивчення англійської мови. Курсанти вчать критично мислити, вирішувати складні проблеми на основі аналізу обставин і актуальної інформації, приймати зважені рішення, брати участь в дискусіях, спілкуватися з іншими людьми. Проаналізовано етапи організації та проведення інтерактивних методів навчання для досягнення комунікативної компетентності курсантів. Зазначається, що дружня атмосфера є дуже важливою для організації навчального процесу. Інтерактивні методи дозволяють викладачам створити атмосферу в класі, яка спонукає курсантів ставити запитання та шукати відповіді. Це підвищує не тільки знання курсантів, але й інтерес, силу, командний дух і свободу самовираження. Показано, що використання інтерактивних методів на уроках англійської мови дозволяє усунути бар'єри в нашому спілкуванні. Визначено, що курсанти морської академії здійснюють дослідницьку роботу та

готують презентацію своїх ідей шляхом взаємодії. Це хороша практика для вдосконалення комунікативної компетентності. Метою інтерактивних методів є оцінка діяльності викладача та курсантів. Зазначено, що інтерактивні методи навчання вимагають якісної підготовки вчителя англійської мови для успішної організації навчального процесу.

Ключові слова: розмовна компетенція, морська академія, курсанти, кейс-стаді, проектна робота.

Problem statement. The main goal of teaching English is the formation of future mariners' communicative competence. English language teaching technologies are constantly developing. Information civilization requires a high level of foreign speech competence, which is especially necessary for the professional activity of a future mariner. Modernity encourages teachers to study and introduce the most effective methods and technologies into the educational process, as well as to creatively develop the acquired practical and theoretical experience of teaching disciplines. Thus, it can be concluded that the method of teaching English needs to be diversified and updated, namely, the involvement of technologies and various methods in order to develop the speech and communication skills of cadets.

Speaking competence is understood as the ability to use language adequately, appropriately, and practically in specific situations; to use for this purpose both linguistic and non-linguistic means and intonation means of expressiveness of speech.

One of the main criteria of the communicative approach in education is the creation of speech situations in the learning process that are close to real life. Communicative approach in education ensures independent and creative work of the future mariners, use of language as a means of communication to achieve educational goals (Havrilova, 2018: 27).

Analysis of recent research and publications. The problem of using interactive teaching methods was studied by such famous scientists as Havrilova S. V., Zolotovska O. O., Kochubei N. P., Pometun O. I., Svyrydenko I. M., Shuliar O. M.

Having analyzed the latest research, we can conclude that there are different classifications of interactive learning methods. For example, O. I. Pometun divides them into four groups depending on the purpose of the lesson and the forms of organization of students' activities:

- interactive technologies of cooperative learning;
- interactive technologies of collective – group learning;
- technologies of situational modeling;
- technologies of processing discussion questions.

N. P. Kochubei divides interactive learning methods into situational and non-situational taking into account the communicative approach and the situational nature of educational activity as the main

criteria for the formation of foreign language communicative competence (Kochubei, 2009: 134).

The purpose of the article. The main goal of this work is to consider five main examples of the use of interactive methods of teaching English to achieve the communicative competence of future mariners at the Maritime Academy. The implementation of interactive learning requires the teacher to create certain conditions that provide other opportunities for organizing the educational process.

Presenting main material. Interactive learning is directly influenced by appropriate sociocultural strategies using the method of modeling authentic social behavior in situations of intercultural interaction. Problems of this type may have a strong character and conceal the formation of the communicative fluidity of language behavior in the socio-cultural conditions of the foreign language communication (Zolotovska, 2010: 40).

The use of current innovative technologies, in addition to the technology of interactive learning, significantly promotes the effectiveness of the learning process, contributes to the high intellectual development of future mariners, ensures the mastery of self-development skills, as well as the ability to think and create (Havrilova, 2018: 24).

The essence of interactive learning is that the learning process takes place only through constant, active interaction of all cadets (Pometun, 2007: 6).

The teacher should start with simple interactive technologies, such as working in pairs and small groups. After the acquired experience, the teacher will easily be able to organize an interesting lesson, and the preparation will not take much time.

Among the interactive methods of developing speaking skills, the most interesting for cadets are Brainstorming, Project work, PRES, Take a position, Role-playing, Circle of ideas, Four corners, Case-study, Mind Maps, Fishbone, Jigsaw, etc. (Havrilova, 2018: 24).

The use of games in the educational process promotes the activation of cognitive interest in the material of the cadets and the creation of a psychological atmosphere in the team. The game always requires making decisions – what to do, what to say, how to win. Everyone has equal rights in the game.

A sense of equality, an atmosphere of interest, and the completion of a task enable cadets to overcome shyness, which prevents them from freely using English (Shuliar, 2018: 4).

Let's consider five main examples of the organization of interactive methods of teaching English to achieve the communicative competence of future mariners at the Maritime Academy.

1. The goal of the case-study is to analyze the situation arising from a specific state of affairs and develop a practical solution through the joint efforts of a group of cadets. The end of the process is the evaluation of the proposed algorithms and the selection of the best one in the context of the given problem. A feature of the case-study is the creation of a problem situation based on facts from real life (Havrilova, 2018: 37).

Work on a problem situation takes place in groups of cadets. First, they analyze the presented material, then search for additional information and discuss possible ways to solve the problem. Based on the comparison of all the proposed options, the cadets present the best solution to the problem.

The organization of work with the situation includes the following stages:

- 1) familiarization;
- 2) analysis;
- 3) discussion;
- 4) summing up;
- 5) choosing the best solution.

2. PRES is used in cases where controversial issues arise and you need to take and argue a well-defined position on the issue under discussion. The purpose of using this method is to give cadets the opportunity during lessons to learn to formulate and express their opinion on a debatable issue with arguments in a clear and concise form (Havrilova, 2018: 25).

PRES has the following structure:

- Position (express your own opinion);
- Reasoning (give the reason for the emergence of this opinion, that is, what is the evidence based on to support your position);
- Example (give facts that demonstrate your evidence; they will strengthen your position);
- Conclusions (summarize your opinion, draw a conclusion about what needs to be done) (Havrilova, 2018: 26).

Cadets are invited to express their opinion regarding the given statement. Everyone tries to give a detailed answer or propose a solution to a question that needs argumentation following the plan.

3. A project is a type of educational activity that involves experience, imagination, knowledge and the desire to share it with others. Cadets are involved

in the search educational and cognitive activity created by the teacher. The use of project technologies makes possible the formation and development of search and research, communicative, technological and informational competences, forms creativity and social mobility, stimulates intellectual activity, develops communicative skills, helps form inter-subject connections and master the skills of working in a group, teaches to use information and telecommunication technologies when learning English (Svyrydenko, 2016).

In order to create a project, cadets must first of all be given, clear deadlines for the implementation and organization of the presentation of the project. This is usually a group work that requires researching the issue from different angles. Cadets can present the results in the form of a Power Point presentation or with the help of posters, brochures.

4. Role-playing is a methodical technique that belongs to a group of active methods of learning the practical mastery of the English language. Role-playing motivates language activity since the cadets find themselves in a situation where the need to say something, ask, find out, prove, share something with the interlocutor is actualized (Shuliar, 2018: 5).

Each person involved in role-playing must clearly know the content of their role and purpose. The purpose of role-playing is to determine the attitude to a specific life situation, to gain experience through the game, to help learn through experience and feelings. Role playing requires careful preparation (Pometun, Pyrozhenko, 2004: 47).

Cadets are usually offered roles in a situation as close as possible to real life. More often than not, this is a dialogue designed to solve a problem. Also, role-playing can be conducted in small groups.

5. The "Take a Stand" method will help during an argument or discussion, give everyone the opportunity to speak, demonstrate different opinions on a topic, justify their position, or even switch to another one at any time if the opposing side's arguments were convincing. The subject of discussion should be two opposing opinions that do not have an unequivocal answer (Havrilova, 2018: 26).

Cadets choose a position at their own discretion and justify their choice. After everyone has expressed their opinion, some may change their position due to the arguments of their peers regarding the discussion.

There are the cards with the inscription AGREE DISAGREE NEUTRAL on the board. The cadets should read the statements and choose a place near the card that characterizes their attitude to the problem. Everyone expresses their opinion and makes arguments for or against. You can change your position after listening to certain evidence.

Conclusions. Interactive methods of learning English are the key to the achievement of communicative competence of cadets at the Maritime Academy. The best result of the development of speaking skills is achieved in a relaxed psychological atmosphere. Interactive methods allow cadets to immerse them-

selves in various life situations and remove communication barriers. The considered main examples of the use of interactive methods are aimed at developing a culture of communication, mastering the technologies of creative self-development, which increases the professional training of cadets as future specialists.

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