

Попри ці виклики, вища освіта у Німеччині може стати цінним досвідом для людей з інвалідністю. Завдяки наявності спеціальних програм та підтримки, вони можуть отримати якісну освіту та реалізувати свій потенціал.

Важливо зазначити, що ситуація з інклюзивною освітою в Німеччині постійно покращується. Університети все більше уваги приділяють створенню доступного середовища для студентів з інвалідністю.

Отже, творення інклюзивного середовища в університеті – це важливий та необхідний процес, який потребує комплексного підходу. Завдяки інклюзії університети стають доступнішими для людей з різними потребами, що сприяє більш справедливому та рівноправному суспільству. Воно має свої переваги та виклики. Незважаючи на виклики, створення інклюзивного середовища в університеті є можливим і необхідним. Це інвестиція в майбутнє, яка призведе до більш справедливого, рівноправного та збагаченого суспільства.

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УДК 372.881.111.1:004.77



PRACTICAL WAYS TO IMPROVE THE EFFICIENCY OF PROFESSIONALLY-ORIENTED COMMUNICATIVE COMPETENCY FORMATION OF FUTURE SEAFARERS

Every participant of the reaching-learning process – from the Ministry of education officials to higher educational establishments teachers – must be aware of the key priority which is the adaptation of the academic process to the students'

requirements and needs. These needs cannot remain unchanged over the time as they depend greatly on many factors and circumstances. One of such important factors appears to be the safety issue which currently imposes the new requirements to the academic process organization. In 2019 the rapid spread of COVID-19 pandemic all over the world resulted in the drastic change in the organization of the education process both in schools and higher educational establishments. Teachers immediately started to search for and implement new teaching strategies and methods aimed at providing for the students' achievements and learning outcomes at a high level [3]. Since that time teachers have been studying, implementing and improving online teaching strategies and methodology. They had to get used and adapt to the distance or blended learning reality.

However, the large scale military aggression of the neighboring state, implementation of the martial law status all over Ukraine made the off-line education practically impossible because of the heightened risks and threats to lives of both students and teachers. During the forced two-week vacation period Ministry of Education and Science of Ukraine was able to work out some legislative documents and come up with practical solutions. On the 15th of March Verkhovna Rada broadened the guarantees for students and teachers, research institution and the like. It was declared that the organization of the academic process shall be carried out since that time on in the safest possible manner for participants, i.e. in the distance mode [1, 12].

Two years that have already passed since the beginning of the large scale war enabled the universities to adapt to the most challenging and complicated conditions and showed the need to constantly keep searching for the ways to improve the quality of the teaching – learning process as no matter what we must provide students with the high quality academic services and continue the training of qualified, competent and competitive professionals.

Two years of online distance learning helped to expose the whole list of challenges both for teachers and students and thus turned the attention of the teachers and management to the need of the academic process optimization and improvement, overcoming or at least diminishing the challenges which were encountered on the way.

This paper is aimed at sharing own online teaching experience with Kherson State Maritime Academy cadets and at providing some practical solutions that helped our teachers to minimize the challenges of online Maritime English course teaching.

Among all the challenges related to the organization and implementation of the academic process into the online mode the most critical in our opinion are the technical aspects that influence the possibility to attend the lessons, the feeling of

isolation provoked by the inadequate amount of the interaction both with teachers and peers, and also the lowered level of cadets' motivation.

It is obvious that all of the technical challenges cannot be overcome though the KSMA management did their best to provide for the efficient organization of the teaching-learning process. Starting from the academic year of 2022-2023 every teacher of KSMA receive the access and own account on the licensed version of Zoom platform to ensure the efficient lesson conduct without limitations in functions and time. Moreover, there is a clear and precise lesson schedule on LMS Moodle with the integrated Zoom links to the personal rooms of the teachers. These measures allowed to optimize the organizational aspect of the lessons conduct, provided cadets with the opportunity to improve their time-management skills, to develop discipline and self-control when adhering to a certain schedule. Unfortunately, because of the unstable Internet connection or the blackouts not all of the cadets could join the online classes according to the schedule and thus could not master the material with the group. To overcome this challenge and to provide each cadet with all the appropriate; learning materials English language faculty teachers approved of the decision to create e-courses on the LMS Moodle that enabled the combination of synchronous and asynchronous learning and allowed each cadet the access to the information from wherever they are 24/7. Under such organization the cadets who could not join the online class due to any reason could study the information of the lesson(s) individually at any convenient time. It is easy to monitor and figure out what lesson(s) they have to master themselves by means of the content table placed on LMS Moodle.

Another challenge encountered by our cadets is the feeling of isolation provoked by the insufficient interaction with the teachers and the peers. When visiting academy during the off-line education cadets were provided with the ability to constantly communicate with each other during the day, were able to address teachers, assistants, dean's office officials and other academy personnel in case if they had any questions, difficulties and need for help, etc. Nowadays, being located in different places all over the world, such interpersonal communication has decreased drastically. So, with the cadets we decided to keep in touch even in the extracurricular period by means of different messengers like Telegram. The groups were created where we could discuss different issues connected to the academic process, oncoming shipboard practice, we all could share interesting news, information, pieces of advice, etc. The key requirements are the use of English all the time and the adherence to the ethics of communication. Such informal communication resulted in psychological feeling of engagement and involvement into the group. Cadets shared

their achievements, important life events, plans and worries, supported each other. But the most important value of such communication was the improvement of their English skills cause every time they had any doubts as for the use or spelling of the word(s) or grammar structures in English they consulted online dictionaries and grammar books or corrected each other's mistakes.

The third and the most critical challenge, in our opinion, is the lowered level of cadets' motivation caused by the physical absence of a teacher and group-mates, by the loss of the feeling of seriousness of the process, by the temptation to skip the lesson explaining it by technical problems, etc. So, the teacher nowadays needs more efforts to keep the level of the motivation at the appropriate level. In our case, to overcome or at least to minimize this challenge we made an attempt to revise responsibilities assigning most of it to cadets and, thus, showing them your trust, forming their readiness to bear the responsibility for their own actions which is, by the way, an important part of their future job as maritime officers. For that purposes at the early stages of professional training we need to set clear short-term goals, discuss the strategies to achieve them and all the time control their results. For example, cadets were given individual or small group projects (to present a detailed description of a real cargo vessel while studying the topic Ship Arrangement or to create a reminder-poster as for the basic safety rules when completing a specific deck work while studying the topic Personal Safety). Later on the cadets may be suggested to search for the interesting cases or new related to the maritime industry to discuss at the lesson and, thus, provoking them to take the responsibility for the learning outcomes. But the main condition under which it is possible to keep cadets motivated is the implementation of the active learning strategies which enable the critical thinking development, intellectual skills development. These skills and abilities will enable cadets to adapt fast to the changing and unpredictable conditions and circumstances of everyday and professional life. Active engagement into creative professionally-oriented projects and tasks will allow cadets to become aware of the results and perspectives of their learning [2, 6], to efficiently use the mechanism of information search, analysis, transformation and practical application to find solutions in professionally related tasks. In such a way we do not only improve the cadets' involvement into the teaching-learning process, increase their level of motivation but at the same time develop their ability to learn, teach them how to develop their knowledge, skills and competencies depending on the current changes in their professional environment and thus we make sure they become aware of the need of the continuous professional education, lifelong learning and improvement.

Without any doubts, distance learning cannot be fully valid alternative to the off-line learning in the educational establishment, especially when we talk about professional education which requires the formation of specific practical skills. Though at the moment, unfortunately, there are still some educational establishments and Kherson State Maritime Academy is one of them which must still implement the "minimum" or "semi-virtual" model of relocation [1, 88], and that is why teachers and students irrespective of their location have to keep working at the distance online mode. So, we have to continue our research on ways, methods and means to improve the efficiency of the teaching-learning process, to create such pedagogical conditions under which students/cadets will learn how to master the information individually, bare their own responsibility for their level of preparation and learning outcomes and gain time-management skills.

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УДК 378.1



НЕФОРМАЛЬНА ОСВІТА – СЬОГОДЕННЯ І ПЕРСПЕКТИВИ

У Концепції сталого розвитку центральне місце займає людина сучасного та майбутнього, а це означає – Освіта для сталого розвитку (ОСР) має бути