ВІДОМОСТІ ПРО АВТОРІВ

ГЕРЕВЕНКО Андрій – старший викладач кафедри технологій навчання, охорони праці та інклюзивної освіти Білоцерківського інституту неперервної освіти ДЗВО «Університет менеджменту освіти» Національної академії педагогічних наук.

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ТИМОЩУК Юлія –
старший викладач кафедри англійської мови з підготовки морських фахівців за скороченою програмою Херсонської державної морської академії
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РОЛЬ ЦИФРОВИХ ІНСТРУМЕНТІВ ТА ЇХ ВПЛИВ НА РОЗВИТОК КОМУНІКАТИВНИХ НАВИЧОК У НАВЧАННІ МОРСЬКОЇ АНГЛІЙСЬКОЇ МОВИ

Цифрові інструменти у викладанні морської англійської мови: Формування комунікативних компетентностей у Херсонській державній морській академії. Ця стаття досліджує практичний досвід інтеграції цифрових інструментів у навчальну програму Морської англійської мови в Херсонській державній морській академії. Нашою головною метою є аналіз того, як ці інструменти сприяють розвитку міцних комунікативних компетентностей у курсантів/студентів. Методологія дослідження поєднує теоретичні підходи, що включають детальний аналіз, синтез та узагальнення, з основними емпіричними методами, такими як безпосереднє спостереження та цільове тестування. У результатах дослідження ми надаємо вичерпний опис різних цифрових інструментів та їхнього практичного застосування, спираючись безпосередньо на приклад викладання Морської англійської мови в Херсонській державній морській академії. З огляду на надзвичайну важливість медійної та інформаційної грамотності в сучасному глобальному ландшафті, що формується глибокою цифровою трансформацією, у статті також визначено критичні завдання, що стоять перед сферою вищої освіти. Розглянуто виклики, з якими стикається Україна у трансформації свого освітнього сектору на єдиний, вільний простір, що активно сприяє розвитку людського інтелекту в умовах триваючої цифровізації. Визначено можливості ключових цифрових платформ та сервісів, зокрема Google Classroom, веб-сервіс Zoom, Moodle, Kahoot!, Miro, LearningApps, а також програми Canva та Google Forms, у сприянні формуванню загальних компетентностей у здобувачів вищої освіти. У статті також розглядаються унікальні особливості методології гейміфікації в освітньому процесі та обговорюється, як сучасні цифрові інструменти можуть бути ефективно використані для контролю якості освіти, особливо з урахуванням специфічних, уніфікованих методологічних підходів, необхідних для викладання морської англійської мови. У висновках підкреслено значні переваги використання цих цифрових інструментів, переваги, які були чітко визначені та обґрунтовані в процесі їхнього безпосереднього та практичного застосування в освітньому процесі.

Ключові слова: цифровізація освіти, цифрове покоління, гейміфікація, вища освіта, морська англійська мова.

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THE IMPACT OF DIGITAL TOOLS TO ENHANCE COMMUNICATION SKILLS FOR TEACHING MARITIME ENGLISH

This article examines the practical experience of integrating digital tools into the curriculum of Maritime English within Kherson State Maritime Academy. Our central aim is to analyze how these tools contribute to the development of robust communicative competencies among cadets/ students. The research methodology employed combines rigorous theoretical approaches, including detailed analysis, synthesis, and generalization, with essential empirical methods such as direct observation and targeted testing. In the study's findings, we provide a comprehensive description of various digital tools and their practical application, specifically drawing upon the teaching Maritime

English on example of the Kherson State Maritime Academy. Given the paramount importance of media and information literacy in the current global landscape shaped by profound digital transformation—and the potential for widespread misinformation if these literacies are neglected—the paper also identifies critical tasks confronting the sphere of higher education. It addresses the challenges Ukraine faces in transforming its educational sector into a unified, free space that actively fosters the development of intellectual human capital amidst ongoing digitalization. Furthermore, the rapid advancements in information and communication technologies underscore the increasing relevance of mastering media and information literacy. We specifically define the capabilities of key digital platforms and services, including Google Classroom, Zoom web service, Moodle, Kahoot!, Miro, LearningApps, and the Canva and Google Forms programs, in facilitating the formation of general competencies among higher education applicants. The article also delves into the unique features of gamification methodologies within the educational process and discusses how modern digital tools can be effectively leveraged for quality control of education, particularly when considering the specific, unified methodological approaches required for teaching Maritime English. The conclusions emphasize the significant benefits of utilizing these digital tools, benefits that were clearly identified and substantiated through their direct and practical application within the educational process.

Key words: *digital generation, digitalization of education, Maritime English, higher education, gamification.*

Introduction. The Digital Imperative in Education. The digital transformation sweeping across all facets of human activity is a global phenomenon, and Ukraine has seen it emerge as a primary development area in recent years. Recent national challenges, including the COVID-19 pandemic and the ongoing state of martial law, have accelerated the shift to online learning. This transition is deeply reliant on the digitalization of education and the integration of interactive elements. Therefore, the digital evolution of education is a natural progression for modern society, offering a powerful means for qualitative educational reform. This necessitates the effective integration of new digital tools and information resources into the learning process, essentially digitizing education through foundational technologies like mobile communication and the Internet. These technologies are crucial for intensifying the learning experience, boosting the speed and quality of information assimilation, and enhancing comprehension and knowledge retention [2, p. 4-5].

Analysis of recent research and publications. The subject of educational digitalization has garnered increasing attention in both international and domestic academic literature in recent years. Authors such as A. Huraliuk, I. Kucherak, and V. Dobrovolska have explored various aspects of this trend [5].

The development of digital competence itself has been a focus for numerous researchers, including V. Bykov, A. Hurzhii, M. Zhaldak, N. Morze, O. Ov-charuk, S. Semerikov, N. Soroko, and O. Spirin. However, many scholars, including O. Ovcharuk, O. Spirin, and I. Hevko, observe that a persistent insufficient level of digital competencies among students continues to hinder the advancement of their communicative competencies [5].

Formulation of the article goals (setting the task). Despite existing research on digital tools in higher education, a gap remains in understanding precisely how these tools contribute to the development of communicative competencies in higher education students.

Research Objective. This article aims to examine the application of digital tools in the instruction of Maritime English at higher education institutions, specifically focusing on the experience of the Kherson State Maritime Academy, with the goal of analyzing their impact on students' communicative skill development.

Research Objectives:

• To delineate a unified methodological framework for the progressive training of higher education students in forming communicative competencies through Maritime English instruction.

• To analyze the practical implementation of digital tools, specifically the Zoom web service and the Moodle platform, in Maritime English education at the Kherson State Maritime Academy.

• To highlight the significance of gamification in the educational process and evaluate the effectiveness of digital tools like Kahoot!, Miro, LearningApps, Canva, and Google Forms in fostering communicative competencies.

Presentation of the main material of the study with a full justification of the obtained scientific results (Results of the study). The Modern Student and Digital Learning. The digitalization of education is a direct response to societal modernization and the pressing need for innovative technology integration, alongside evolving demands for specialists, particularly concerning the development of their communicative competencies [1, p. 41].

The current generation of students, those born after 2000, are the first true "digital natives." As these individuals now populate higher education institutions, such as the Kherson State Maritime Academy, there's a clear imperative for innovative pedagogical approaches to enhance their future competitiveness in the job market.

Digital natives exhibit distinct socio-psychological traits that educators must consider to achieve positive learning outcomes [1, p. 3]. These include multitasking abilities, impatience, internet reliance, and fragmented imaginative thinking. Consequently, this generation often struggles to maintain focus for more than 15-20 minutes, a characteristic of clip thinking. Therefore, leveraging the capabilities of contemporary digital tools such as LearningApps, Kahoot!, Miro, Canva proves effective. These tools create a visually engaging environment for problem-solving and provide interactive, gamified feedback.

However, the digitalization of educational activities should not be seen as an end in itself. Rather, it represents a fundamental shift in how we approach reasoning, select tools, and formulate communication strategies [4, p. 11].

Competency-Based Education and Communicative Skills. Modern higher education emphasizes a competency-based approach. A vital component of student training is the cultivation of general competencies, meaning all higher education graduates must acquire communicative competencies, regardless of their specialized field. In the author's view, contemporary methods for teaching Maritime English

should be adaptable, addressing both professional specifics and national educational standards for graduates. Furthermore, a consistent approach to staged training is essential to facilitate the smooth transition of vocational higher education graduates into full bachelor's degree programs [3, p. 115].

Let's now explore the application of digital tools by Maritime English instructors in higher education, using the Kherson State Maritime Academy as an example, and their contribution to developing communicative competencies.

Digital Tools in Maritime English Instruction. We will now examine the specific methods of teaching Maritime English at the higher education level and delve into the digital tools employed by KSMA teachers for blended learning. These tools are instrumental in fostering communicative competencies.

At KSMA, the educational process currently leverages the Zoom web service and the LMS Moodle platform (also known as a learning management system or LMS), Moodle, a modular object-oriented dynamic learning environment provides a comprehensive suite of tools for computer-based learning for both teachers and cadets/ students.

Both Zoom and Moodle are highly effective for teaching students, whether in live online sessions or for independent study at home. These digital learning tools support both synchronous (real-time) and asynchronous learning. Asynchronous learning allows lessons to be recorded by the teacher, enabling students to access them and complete assignments at their convenience and as technical capabilities allow, thus facilitating an individualized learning path.

Gamification for Enhanced Communication. Significant attention in teaching Maritime English is given to developing teamwork skills and interpersonal interaction. To this end, gamification of educational activities is widely employed. Platforms like Kahoot!, Miro, LearningApps, are particularly effective for this purpose.

Quizzes, intellectual tournaments, and in-class battles consistently engage students. Recognizing the characteristics of the digital generation, platforms like Kahoot! and Miro are utilized for organizing these activities (quiz featuring single-correct-answer and true/false questions). Depending on the mode, two game formats are available:

• Asynchronous: ideal for distance learning, allowing individual participation. Players receive a link to the platform and can view winners and their rankings upon quiz completion.

• Live: best suited for in-class sessions, where students can form teams, view questions on a large screen, respond via their devices, receive immediate feedback, and observe real-time leaderboard changes.

The LearningApps platform offers an even broader array of activity formats, providing more task types such as matching, classification, rating, image fragments, quizzes, fill-in-the-blanks, audio/video content integration, crossword puzzles, and word searches. Student feedback consistently highlights exercises like "puzzle" (where an image related to the topic is concealed by named concept/part of an object tiles that need grouping to reveal the image), "Where is

it?" (requiring map-based object location based on descriptions), "racing" (a competitive multiple-choice game played against other students or the computer), and "My First Million" (modeled after the famous game show) as particularly engaging. All these exercise types can be created by both teachers and students, fostering information and communication technology skills. Presenting these student-created exercises in class, especially playing the role of host for "My First Million," further develops social responsibility, conscious action, teamwork, and interpersonal skills.

At KSMA, interactive exercises developed using the LearningApps online service are integrated into distance learning courses on the Moodle platform in several ways: as web links, embedded HTML documents, or exported as SCORM packages. The SCORM export method allows for the full utilization of Moodle's quality control tools, as earned points are automatically factored into the cumulative grading system for final assessments [5].

Beyond interactive platforms: the Power of Presentations. We should also mention traditional presentations. Creating original content and presenting it in online conferences, with participants responding verbally or via chat, has been successfully employed for several years and consistently receives positive feedback. This format heightens competitive awareness and student engagement, offering opportunities for additional teacher explanations and flexible task completion times. While PowerPoint was the primary tool for presentations in the past, the Canva platform has gained popularity recently. Canva allows for quick creation of not just classic presentations but also memes, posters, business cards, diagrams, and video presentations.

In practice, a single lesson often integrates capabilities from multiple educational platforms and services. For example, a lesson on Parts of a Circuit might utilize games created with Kahoot!, Miro, and LearningApps.

Ensuring objective assessment and providing multi-level tasks with effective feedback remains a challenging aspect of digital education. At KSMA, diverse tools are used to address this. The choice of task and test type depends on the educational material and assessment objective. For Maritime English, task types like image search, sequencing, matching, fill-in-the-blanks, and standard multiple-choice questions are recommended. The ability to incorporate photos, videos, and audio into questions and answer options enriches tasks and caters to various learning styles and information processing channels.

For educational testing, particularly in preparation for tests in Maritime English at KSMA called as "stop-and-check" assessments or final exams, a simplified testing mode is advised. This mode avoids full-screen display and immediate answer feedback, allowing students to revisit previous questions if they made an error, thus facilitating material review. Utilizing the "Limit the Number of Questions" option, where a random selection is drawn from a larger test database (e.g., 23 questions from a bank of 90), ensures each cadet/ student receives a unique test version.

Teachers at KSMA have developed tests for discipline Maritime English on the Moodle platform for both ongoing and final remote assessments. For Maritime English, test questions include various formats: single or multiple-choice, true/false, matching, and drag-and-drop for markers and text fragments. All questions are stored in a central database (test bank) and can be reused in the same or different courses. These tests enhance monitoring of student work, stimulate cognitive engagement, and provide assessment with an objective measure of students' knowledge levels.

Conclusion. In summary, the integration of digital tools like the Zoom web service, Moodle, Canva, Kahoot!, Miro, LearningApps, and various Google applications is proving indispensable in higher education. These platforms don't just facilitate the creation of original educational content; they also ensure a seamless approach to learning activities within institutions. Crucially, they play a vital role in developing students' communicative competencies, boosting their engagement in blended learning environments, and offering new avenues to guarantee the quality of educational services. As education continues to evolve, these digital instruments are not merely aids but fundamental components driving a more dynamic, interactive, and effective learning experience.

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ВІДОМОСТІ ПРО АВТОРА
ТИМОЩУК Юлія – старший викладач кафедри англійської мови з підготовки морських фахівців за скороченою програмою Херсонської державної морської академії.

Наукові інтереси: роль цифрових інструментів та їх вплив на розвиток комунікативних навичок у навчанні морської англійської мови.

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