

Historical and Pedagogical Aspects of Application of Forms and Methods of Learning Foreign Languages In Institutions of Higher Education of Ukraine

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ABSTRACT

The analysis of the source base is carried out in the article, which allows to single out the following tendencies of the unification period: paradigmatic (realization of the ideological imperative in the language and professional training of future specialists in the maritime field); structural-educational (preparation according to unified curricula and programs, reading and translation as a leading type of speech activity); semantic (integration of foreign language training and multicultural education); instrumental and methodical (use of traditional verbal methods, standardized textbooks, limited to information and reproduction exercises).

Trends in the study of foreign languages in maritime higher education institutions in the 70s of the XX - early XXI century are found: paradigmatic (consistency with world standards of training future maritime professionals in the study of foreign languages in higher education institutions); structural and educational (standardization of training in higher education institutions with increasing academic freedom of the institution); content (updating the sectoral focus of the content of foreign language education in accordance with international standards); instrumental and methodical introduction of personality-oriented technologies, expansion of educational opportunities, evolution of its forms, methods and means from traditional to innovative).

It is determined that the unification period is marked by the fact that the teaching of foreign languages in maritime educational institutions of the outlined period took place according to unified curricula using traditional forms and methods that had a relay character. The leading types of speech activity were reading and listening. The formation of the content of readiness of specialists in the maritime industry provided for the implementation of the ideological imperative, in particular in the process of foreign language training.

Identified factors that had a destructive effect on the development of maritime education, such as excessive centralization and unification of management of higher education institutions.

Keywords: Higher Education, Foreign Languages, Communicative Qualities, Organizational Skills, Experiment.

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INTRODUCTION

The study of a foreign language in maritime higher education institutions is part of the overall task of training highly qualified personnel of the Navy. A foreign language is focused on the development of skills of its practical mastery - both conversational and domestic, and special in written and oral form to perform professional duties. It should be noted that the peculiarities of the country's development in certain historical periods have influenced the paradigmatic directions of development, in particular the education sector. During the Soviet period, the policy of teaching foreign languages was dominated by the "ideological and educational" goal, which led to the renewal of the content of teaching foreign languages. This period was marked by the development of a network of teacher training, the compilation of new textbooks, textbooks and textbooks, the content of which provided for the promotion of communist-socialist goals and objectives of the Soviet period. The ideological and party principle permeated the entire pedagogical system, in particular the teaching of a foreign language, which influenced both the content of educational and didactic

materials, and the formation of knowledge, skills and abilities [1-5].

Profile maritime education in the 70s of the twentieth century was organized in accordance with national requirements for the quality of training and international documents. The peculiarity of maritime education is that it is based on the implementation of state legal framework in the field of education and maritime industry and international instruments. In particular, the International Convention for the Training, Certification and Watchkeeping of 1978, as amended, provided for the standardization of quality, in the policy, control system and review of internal quality assurance systems for maritime education. The convention emphasizes the need for cadets to master maritime higher education in English, to use the "Standard Maritime Navigation Dictionary" and "Standard Phrases for Communication at Sea". The navigator was required to have a proper knowledge of English, which enabled the crew member to use navigational charts and various navigational guides, understand meteorological information, safety and operational safety messages, liaise with other vessels and

shore stations, and perform the duties of a crew member. crews in different languages.

In addition, the navigator had to operate with knowledge of medical terminology for the practical application of medical care guidance, as well as the request for medical advice on the radio [2]. Analysis of the source base shows that in the 70s and 80s of the twentieth century, government documents focused on improving quality indicators, the development of social security in higher education, logistics, stability of the student body.

At the same time, manifestations of excessive unification of the content of education, strengthening of ideological coloring of the educational process, increase of formal requirements to the level of qualification of the teaching staff, active growth of the number of research works are traced in different educational institutions [11].

In the system of teaching foreign languages in the XX century, the differentiation of methods, techniques and means of teaching based on the characteristics of the student body, learning conditions and industry specifics of the use of foreign languages and culture has become widespread [12]. In the investigation of O. Timofeeva "Formation of social and communicative competence of future pilots in the process of studying the humanities" the third period of development of maritime education is called Soviet for objective reasons. According to the researcher's conclusions, it was during the Soviet era that the conditions for training the main contingent of shipbuilders in schools changed significantly, with an emphasis on a fairly broad fundamentalization and universalization. This is confirmed by the results of the search of V. Kuzin, who claimed that in the naval corps was organized the training of general specialists - watchmen, in the naval engineering school - mechanics and junior pilots. Requirements for the level of their education were quite high and required the presence of deep theoretical knowledge, the formation of a wide range of worldviews and the development of professional skills necessary to perform the functions [1]. At the same time, the division of officers into "commanders" (pilots) and "mechanics" ("engineers") became entrenched in the training system for the navy during this period. Now, having acquired one specialty, the officer could not change it, because the transition from one to another was considered almost impossible. Thus, scientists (V. Kuzin, O. Timofeeva, O. Black) among the features of the development of maritime education of the Soviet period, on the one hand, singled out the fundamentalization of education, unification of training, gradual professionalization, on the other - the emergence of narrow specialization, ideological layers in content maritime education (Marxist-Leninist philosophy and history became a mandatory, even a priority element of the general training of naval workers).

Recognizing the important role of learning foreign languages by future sailors, scientists draw attention to the weakness of the organization of humanitarian training in this period [3-6].

The aim of the article is to unify the content, forms and methods of learning foreign languages by future specialists in the maritime industry (1978 - 1990).

2. Materials and Methods

The paradigmatic tendency of this period is embodied in the ideological imperative in the language and professional training of future specialists in the maritime field. The study of foreign languages during the Soviet period depended primarily on the policies of the Soviet

government. As O. Vyshnevsky notes, "such an understanding of the subject corresponded to the educational policy of the Soviet government, according to which all children had to learn the basic European languages, but did not have to speak them.

The first direction of the paradigmatic tendency was propaganda, and the second protected society from the "influence of bourgeois ideology" [9]. According to the planning and reporting documentation of the Kherson Naval Academy named after Lieutenant Schmidt, ideological and communist education was integrated into the teaching of all disciplines, extracurricular activities and work with teachers. In particular, the cadets were given the task of compulsory annotation of individual works of the classics of Marxism-Leninism [5]. Analyzing the protocols of pedagogical councils [2] and reports of the meeting of the cycle commissions of foreign languages, in particular the Kherson Naval Academy (March 14, 1970 by the decision of the Council of Ministers Kherson Naval Academy of the Ministry of the Navy was named after Lieutenant PP Schmidt), we summarize that in 70 years During the academic years, the success rate increased, the training of cadets of the ship's specialty took place "express method" due to a larger number of demonstration lessons organized at a high level (visibility, equipped laboratories for classes) [4]. The priorities of maritime education in the late 70's - early 80's of the twentieth century are evidenced by the issues discussed at the meeting of the Pedagogical Council of Maritime Education: further improving the quality of specialists, a worthy meeting of the future XXIV, expanding and strengthening training facilities, introduction of technical means learning and programming [7].

This is confirmed by the conclusions of contemporary and modern domestic scientists [3]. Scholars note that in Soviet times, the professional training of seafarers provided for a broad-based primary education with further specialization and retraining in the service. Preference was given to ideological and technical components of training, administrative management methods. Instead, the establishment of social and communicative interaction as an important factor in the effectiveness of the professionalism of drivers and crew was not a priority. At the same time, the analysis of scientific and pedagogical literature, as well as professional training programs in maritime institutions proves that the study of a foreign language continued throughout the Soviet period of development of domestic maritime education. This component of its content was limited to the study of English. In general, the linguistic picture of the sailor's world was a set of different levels of ideas about Russian (as a language of interethnic communication), English (as universal for use in different countries), native (mother tongue). In the 1970s, the purpose of teaching foreign languages in higher education institutions was to purposefully focus on mastering speech competence for language communication in all fundamental areas of human activity. At the same time, the study of the language in the specialty, in other words, for purely professional purposes, required due attention. [6].

In general, several methods were used in teaching foreign languages: grammar-translation, translation, natural and mixed. The training focused on oral speech, which involved minimizing the use of the native language during training. Early Soviet methods of learning foreign

languages are characterized by bilingualism, ie the use of native and foreign languages: lessons and teaching material were accompanied by explanations in the native language (for example, grammar rules were explained in Russian), there was a large number of translational exercises, the main emphasis was on reading and written speech (method of G. Weiser) [11].

Given the requirements of the International Convention on the Training, Certification, Watchkeeping and Watchkeeping of 1978 concerning the need for a foreign language in written and oral form, in the early 1980s the problem of its in-depth study in maritime higher education institutions arose. English began to be an integral part of the professional training of cadets of maritime higher education institutions, it was taught as a special subject.

In the study of English, an important condition for the productivity of the process is educational and methodological support, in particular textbooks in which cadets directly learn English, their professional orientation, which provides an applied aspect of learning, types of tasks that promote language acquisition. During the study period, training in maritime education institutions was organized according to unified textbooks recommended at the national level. "English for Sailors" (G. Dubner, 1977) - a publication approved by the Department of Education of the Ministry of the Navy as a textbook for students of three-year correspondence courses in foreign languages. The textbook is structured on the basis of professional vocabulary and is intended for employees of the Navy who are familiar with the English language. [3].

The main purpose of the manual "Marine English for Beginners" (G. Dubner, 1987) - to promote the practical mastery of maritime terminology, basic grammatical structures, colloquial vocabulary, as well as the effective development of reading skills, perception of English by ear, oral and written skills, which allowed sailors to use English in their work. Lesson texts are based on narrow professional and everyday topics. The first lessons are based on general vocabulary with a small number of professional words and expressions. Then the percentage of professional vocabulary in the texts increases sharply. The texts of the last lessons are mostly original, but adapted. In the lesson dictionary, sometimes quite large, many words are given with transcription, some words are intended for passive learning. Starting from the tenth lesson, all exercises in the manual are divided as follows: exercises for the initial consolidation of grammatical material, lexical and grammatical exercises and exercises for the development of oral skills. The first group of exercises included reproductive exercises, the purpose of which is to master the grammatical structures of the lesson. In lexical and grammatical exercises, little attention is paid to the activation of vocabulary, as well as to the repetition of previous grammatical material. The complexity of the exercises increased, the exercises for the development of oral skills focused on the construction of interrogative sentences, as well as on the most commonly used conversational clichés. The purpose of these exercises is to develop skills of both dialogic and monologue speech. In each typical lesson, in the section of exercises for the development of oral skills, two dialogues are presented: one - on the sea or on domestic topics, the other - an excerpt from the negotiations. Most of the exercises made it possible to combine the activation of vocabulary, grammatical material and

language development [4]. "English for pilots" (N. Doroshkevich, V. Mandryk, M. Smirnova, 1971) is a textbook addressed to senior courses of ship drivers of the faculties of maritime educational institutions, whose cadets have mastered the basics of the English language. The sequence of the material is determined by the plan of special disciplines. The book consists of three parts, the first part contains navigational aids: main sections; inscriptions (headings, notes, warnings) and abbreviations on English nautical charts; list of lights; notice to seafarers; meteorological construction; list of radio signals; list of command words and expressions; the second part - materials related to cargo documentation: introduction to reading the charter; charter; consignment; "Note" on the readiness of the vessel; cargo manifest; maritime protest; the third part - texts on the navigation specialty, selected from the original English literature, intended for reading and translation with a dictionary [9]. "Business English for Sailors" (V. Bobrovsky, 1984) is a manual for which I have collected and systematized language material, which reflects mainly all the practice of courts in foreign ports.

The purpose of the manual is to develop the skills of listening to oral speech in English and conducting business conversations on professional maritime topics. Texts and dialogues are based on the material of the actual official operations of the vessel, reflect the established rules of business conversation. Given the volume, the texts, of course, cannot cover the whole variety of specific cases. Each thematic lesson consists of a mandatory vocabulary - a minimum (mostly - from special terminology), a small list of commonly used phrases, the entered text of the description and a number of dialogues on the topic. After the dialogues, the book presents a system of laboratory exercises with the use of sound recording, the main purpose of which is to consolidate the lesson material and develop the skills of foreign language perception by ear, mastering speaking skills and reaction speed [1]. "Reading weather forecasts in English" (K. Ivanov, 1971) - a brochure that explains in detail all the symbols and abbreviations used on English nautical charts, contains cartographic elements. The recommendations and suggestions of the British Admiralty addressed to navigators to work with nautical charts are presented [5].

"Textbook of English for seafaring schools" (B. Kitaevich, N. Nemchikova, M. Sergeevna, 1984) aims to teach active mastery of language material, reading and translation with a dictionary of literature of medium complexity on general household and maritime topics, conversation in English within the topics provided by the program. The textbook contains 28 lessons (introductory and main parts), short grammar explanations, appendices and an English-Russian dictionary. The textbook contains information on phonetics (articulation, stress, intonation in an English sentence). Grammar material is given from the first lesson. The texts are devoted mainly to general maritime issues. Various exercises provide consolidation of grammatical and lexical material, contribute to the development of automation [10].

The outlined period of the research is marked by the appearance of textbooks on conversational (in particular, T. Arbekova, L. Kuznetsova, V. Devekin), programs on the practice of oral and written speech, as well as the replenishment of the list of works of art offered to students for home and analytical reading. Goethe, G. Heine, S. Moema). In the course of methods of teaching a

foreign language there are textbooks with the psychological aspect of learning, intensive learning of a foreign language, communicative teaching methods related to the implementation of a communicative approach to learning a foreign language. Many textbooks on the theory and practice of language were highly valued in the Soviet and foreign scientific community, so they were repeatedly republished [9].

In the 80's of the twentieth century, reforming the education system. Outlining the prospects for economic and social development for 1981-1985 and for the period up to 1990, the Soviet government focused on the public education system as a driving force that ensured the progress and prosperity of the state. It is emphasized that the level of education should be ahead of the pace of technological progress [1]. This has led to the practice of higher education another revision of existing curricula of specialties of higher education institutions of maritime profile, the main task of which is to strengthen the importance of learning a foreign language for training specialists, interdisciplinary integration of courses; to improve the practical training of cadets, to promote the development of their creative abilities [8]. As stated in the decision of the Board of the Ministry of Higher and Secondary Special Education of April 8, 1981 № 14/1, from September 1, 1981 the introduction of curricula in higher school practice was reconsidered in view of the qualifications of specialists, state documents governing knowledge requirements, skills and abilities of graduates of higher education institutions of the marine profile, taking into account the achievements of science, technology and culture [7].

The new curricula came into force on September 1, 1983 and started a new stage of educational work in all maritime higher education institutions, according to the instruction letter of the Ministry of Higher and Secondary Special Education № 20 "On the organization of the educational process in higher education institutions according to new curricula". Particular attention is paid to the strong assimilation of cadets of the humanities and mastering the methods of their use in practice [2]. Analysis of the curricula of maritime higher education institutions in the mid-80's in the field of "Navigation" leads to the conclusion that the common feature of the disciplines "Russian language and literature", "Foreign language", "Ukrainian language and literature" is a large number of hours. During this period, the cycle of general education disciplines was supplemented by the course "Computing and technical means in the educational process"; distributed theoretical and practical disciplines of the special cycle by courses and semesters, which created the basis for the implementation of interdisciplinary and interdisciplinary links both within the special cycle and between cycles of socio-political and general education disciplines [6]. Thus, the elaboration of curricula testifies to the gradual filling of the content of the humanities for the training of cadets of the maritime institution of higher education with a combination of several components - socio-political and professional. Given the lack of time for the future graduate of the specialty "Navigation" to adapt to the conditions of work on the ship, the English language course was designed to ensure a high level of development of oral and written communication skills. This task required a clear coordination of work in the laboratory, in the period of self-preparation.

Possession of key vocabulary for search and rescue for ships in English has become mandatory for the driver [11]. These issues were considered at the meetings of the cycle commissions on the English language. In particular, the issues of reviewing curricula, improving the methods of teaching English, organizing and conducting laboratory work for language classrooms, etc. were clarified. Special attention was paid to increasing the hours for independent work of cadets, term papers and dissertations.

Organizing independent work of cadets on learning a foreign language, most often used to get acquainted with thematic terminology, reading and translating texts, performing exercises on knowledge of grammatical constructions, composing monologues and dialogues on given situations. During the review repetition of the passed lexical and grammatical material preparation for the lexico-grammatical test, reading and translation of texts is organized. In the process of independent work on the topic "Requests and advice in written and oral form", along with these methods used the method of compiling telexes using abbreviations, the method of decoding abbreviations; on the topic "Buoys and shore signs" - reading navigation maps; on the topic "Tides, ebbs and flows" - compiling a monologue, reading navigation maps, working with lotions; on the topic "Navigation publications" - reading and translation of navigation publications, preparation for a conversation with a teacher [7]. According to the reports of the educational and methodical conference at the Kherson Naval Academy named after Lieutenant Schmidt in 1979, the modern lesson of the period under study was of a developmental nature, and therefore it is important to attach active independence in the activities of students. The task of each teacher was to teach students to learn. Developing the activity of students in the process of explaining new material, first asked problematic questions, encouraging reflection and perception of new knowledge in line with the issues raised. In the process of training it was necessary to outline the prospects for the development of the navy [8].

During the period under study, ideas about the content of education in maritime higher education institutions evolved along the following line: from recognizing the need to learn language tools to emphasizing the need to teach communicative activities. If at first the content of IM teaching was understood only as language material (phonetic, lexical, spelling, grammar, text topics, as well as lexical, grammatical, pronunciation, spelling skills and abilities), then later the content of this concept included skills and abilities necessary to form [7].

In the mid-1980's, the search for a model of foreign language teaching in maritime higher education institutions continued, and the organization of foreign language education in general and methods of professional training of cadets in particular were improved. Later, in the programs of theoretical courses of a foreign language of the studied period, new issues became noticeable, in particular the connection between language and thinking, the harmony of intellectual and linguistic development of the individual; sociolinguistic issues (the role of language in society in different social and historical and cultural conditions, the relationship between language and dialect, language situations and interlingual contacts), etc. The programs on the practice of oral and written speech of a foreign language, published at the end of the Soviet period, trace the focus

on the formation of future graduates of higher education institutions of maritime profile linguistic, linguistic, communicative and methodological competencies; realization of the developmental, communicative goal of learning a foreign language, learning not just the language, but the language and culture [11].

During this period, attempts were made to introduce problem-based learning and management of cognitive activity of students, improved methods and techniques of using technical means of learning [4]. The main function of problem-based learning influenced the development of creativity, which provided:

- formation of skills of creative assimilation of knowledge;
- education of skills of creative use of skills;
- independence in solving professional problems;
- accumulation of practical experience [9].

Various forms of extracurricular work deserve attention: competitions for each specialty for the best translator, competition for the translation of short films, competition for the best reader of poems in English, thematic evenings in English, English language clubs, wall newspapers, political information in English, conferences and radio newspapers [9].

Realizing the need to increase language practice, they introduced the work of English language groups. However, the ideological and communist color of the content is inherent in extracurricular activities. For example, in the course of the work of English language groups it was necessary to prepare essays on the materials of the 26th Congress [11]. Improving the quality of the educational process, the effectiveness of the implementation of new methods depend on the professional level of teachers. It should be noted that during the study period there were some complications. According to archival data, most teachers used the explanatory-illustrative method when studying the new material. No teacher used a problematic approach to mastering the material [4]. It is important in teaching a foreign language to control students' knowledge. According to the report of the Kherson Naval Academy named after Lieutenant Schmidt, most of the teachers in the current assessment used the method of individual questioning at the board with a simultaneous combination of written tests in two or three cadets. [40, арк. 25]. Given the existing problems with the methods of teaching English, teachers tried to find ways to improve the learning process. In particular, the teachers of the school developed material for immersion in the English-speaking environment, collected during swimming practice [8].

Annually, teachers prepared methodological developments on various topics aimed at improving the quality of knowledge of cadets:

- 1) types of work in language classrooms;
- 2) work with cards;
- 3) uniform requirements for tests of part-time students;
- 4) preparation of course projects on navigation and lotion in English language;
- 5) our school (lesson plan);
- 6) "My day" (film and work in pairs);
- 7) "Our Motherland" (film and pair work);
- 8) "Seasons" (film and lesson plan);
- 9) "New Constitution" (film and lesson plan);
- 10) "At the Doctor" (film and lesson plan);
- 11) "Weather" (film and lesson plan);
- 12) «Radio Room» (film and lesson plan) [1-7].

Of particular note is the development of awareness of English teachers with the peculiarities of the maritime industry. One of the aspects of work in the study period was the direction of teachers on training ships, which provided acquaintance of the teacher with the specifics of the maritime industry, intensive study of English by cadets [5]. In the analyzed period, under the influence of variables (intensification of scientific and technical development of the country, the dynamics of certain scientific areas) in the content of learning a foreign language in higher education institutions of maritime profile, there are clear trends towards qualitative change. In terms of learning a foreign language in maritime higher education institutions, there is a noticeable search for solutions to the problems of training qualified personnel, but the ultimate goals of achieving positive results in the implementation of the main directions of general and vocational education reform were not achieved due to volatile political change. and the crisis of the system of state socialism, which has been growing since the mid-80's of the twentieth century. Crisis trends, covering higher education, have led to the fact that qualitative changes in the content of foreign language learning in maritime higher education institutions have consistently increased the number of cadets who have studied foreign languages (especially English). Permanent improvement of educational and material and material and technical base of maritime institutions of higher education. Update of standard curricula and programs of academic disciplines on the basis of the principle of scientificity, which allowed to identify a tendency to improve educational and methodological documentation, according to which the curricula of academic disciplines provide a deep, detailed presentation of educational material. Expanding the content of linguistic disciplines. Balance of the structure of curricula and sufficient attention to the methodology as a science with its practical application in the educational process. Advanced training of foreign language teachers, increasing attention to the organization of self-education of teachers. The appearance of a large number of textbooks that deepened and expanded the content of foreign language programs for students of maritime institutions of higher education, the domestic higher education system gradually began to lose its leading position, which was inherent in the 70's of XX century. [4]. Obviously, the root cause of all the problems of higher education in the period under study was the preservation of the extensive type of socio-economic development of the country, which manifested itself in higher education. Extensification of higher education gave rise to negative trends: lack of education and professionalism of specialists; significant reduction of the prestige of knowledge and the predominance of utilitarian values; irrational use of graduates of higher education institutions of the marine profile, insufficiently high level of their training; reducing the effectiveness of training at all levels of training; reducing the number of students in maritime higher education institutions [1]. The study of foreign languages in higher education institutions of the maritime profile, which was organized in accordance with the requirements of the then educational policy, is characterized by inflections, which gave rise to such negative patterns [6]:

- intensification of the educational process (excessive overload of students), repeated changes in the target and content components of curricula and programs for the

training of future specialists in maritime affairs (70's - first half of the 80's);

- extensification of professional training of future sailors (low level of training, reduced training efficiency) (late 80's).

Thus, the initiated reforms contributed to the emergence of many progressive ideas in the field of education, laid the foundation for further reform and modernization of the country's education system at the next stage of its development of foreign language learning by cadets of maritime higher education institutions, although they did not make radical changes.

Socio-economic and political changes in the late 80's of the twentieth century. led to an urgent need for the latest teaching methods, which in a short period of time could solve the problem of training future professionals [8]. In the report of S. Primakova at the pedagogical council it is noted that, given the relevance of foreign language proficiency for professional communication, the development of intensive methods of learning a foreign language was organized:

1) "immersion" (full or partial) - based on the experience of the USA, when for 10 days teachers (10 people), alternating with each other, practiced English with one person in complete isolation, however, later concluded that expediency of "immersion" by a small group of 10-12 people; this method was used to enhance oral skills;

2) suggestopedia, which provided a controlled challenge to the state of non-hypnotic suggestion, the main element of this method was a role play, each of the participants had a role for which the legend was created; selection for psychological compatibility for a group of 10-12 people removed the barriers of fear of oral speech;

3) rhythm therapy, which predicted the use of the pacemaker device (low frequency generator with light stimulus); the purpose of this method is to learn vocabulary and consolidate information in the cerebral cortex; the next day to consolidate the educational material performed laboratory work and creative exercises [2].

Contemporary communicative linguistics violated the methods of the 80s of the twentieth century. task in a new direction, the priority of which is to master the language as a means of communication in the shortest possible time, which highlighted the need for intensive study of MI. The most common methods in the practice of higher education of this period were emotional-semantic, conscious-comparative analysis, suggestopedia, activation of personality capabilities, based on mastering a set of skills for effective activities in a particular area of language acquisition, which is the basis of learning and education [1].

In the context of the study, the scientific interest is the fact that in late 1980, in connection with the decision of the Council of Ministers to develop and approve the concept of using computers in education, the first steps were taken to introduce computer technology in the study of foreign languages. languages in maritime higher education institutions. At a discussion of the pedagogical community in 1988, a working group headed by Academician A. Ershov at that time proposed the concept of informatization [5]. In particular, tools for the creation of automated learning tools were distributed: automated knowledge control systems, expert training systems, laboratory workshops, database management systems (knowledge). These are the systems "ABC", "Adonis", natural language linguistic processors, special

instrumental expert systems ("Inter-expert") and others. [3]. Laboratory work in language classrooms was important in the process of learning English. The main purpose of laboratory work is to intensify the educational process. Recommendations for laboratory work influenced the method of their organization. In particular, it was recommended to simulate exercises with one complication, select pauses of sufficient duration for cadets, as well as 5-7 examples, provide visual support, use programmed exercises, do not exceed the duration of laboratory work (15-20 minutes), repeat material with the group after . The most common types of work were listening, pair work, dialogues in pairs [6 A constant search for ways to improve the efficiency of language classrooms, in particular, prepared methodological developments for pair work on the topics of "Our Collegt"; Electrician Duties; "My Ship"; Asking the Way; "Admiral Makarov"; The 26th Congress. Usilingafonnye offices contained elements of programming. In addition, from all grammatical topics there are staged programmable tables and programmable methodological developments both for machine-free programming and for Accord classrooms. All this material was actively used by English teachers [4-6]. It is natural that it was too early to talk about the system or diversity of approaches to the use of computer technology, but the first fundamental attempts to use computer technology in the educational process of higher education were made in these years. This fact is confirmed by the recommendations to the curriculum, which states that in the development of calendar-thematic plans for the study of disciplines it is necessary to take into account the need to introduce automated training courses based on applied programs, including expert training and control programs [2]. Increased attention to the teaching of English in terms of logistics is evidenced by the analysis of the training plan for drivers and electricians (1989), where among the list of necessary classrooms, laboratories and workshops provides for the creation of an English language classroom [3]. The second subperiod (1984-1990) was marked by the adoption of the "Regulations on the title of persons in command of seagoing vessels" (1983), which described the requirements for assigning ranks to persons in command of seagoing vessels [4], which affected the content of professional training of future seafarers, in particular foreign language communicative competence. Target and organizational aspects of vocational training have also undergone changes, which are regulated in the resolution of the Plenum of April 10, 1984 "On the main directions of the reform of secondary and vocational schools." The document emphasizes that the successful solution of complex problems of teaching and educating young people significantly depended on the teacher, his ideological convictions, professional skills and culture [8]. An analysis of the curricula of the 1980s showed that in 1985, first-year English, along with the study of special subjects, was recommended to be optional and at the expense of reserve time, approved directly in the educational institution, for a total of 250 hours. In 1989, the study of English in full is provided within the invariant component, which was increased to 326 hours [3]. The ideology of education can be traced in the qualification characteristics of specialists in the maritime industry, which regulated the content of professional training of seafarers, in particular in the process of learning English. Along with knowledge of English to the

extent that ensures the performance of functional duties, the qualification required to master the basics of Marxist-Leninist theory, understanding the need to implement the principles of social justice, knowledge of forms and methods of socio-political practice [7, 8]. Without extensive discussion, the scientific community decided in the early 1990s to reform higher education. The ideology of the time showed a reform based on the general thesis that the market would automatically put everything in its place, but this led to the fact that among all areas of budget funding for higher education institutions were in last place [4].

At this time, the main focus of foreign language classes in maritime higher education institutions was on laboratory classes, which were devoted mainly to language and creative exercises, which intensified oral skills, as well as on testing the independent work of cadets in reading and writing [9, 12]. A common format of work was the analysis of the problematic professional situation in a foreign language, which, of course, was effective for the formation of intercultural communication of cadets. This method made it possible to discuss conflicting professional situations that arise between representatives of different cultural strata. During the analysis, possible options for correct verbal and nonverbal behavior were commented on, which contributed to the adoption of the necessary decision. In line with the analysis of intercultural communication, it should be understood that it occurs directly between people, ie between carriers of different cultural values, is interpersonal communication, interpreted as the simultaneous interaction of competent participants in language communication during real and imaginary tasks of joint professional activity with foreign languages. Cadets exchange views, creating a concept of discussion. With the increase in the number of participants, foreign language communication becomes multifaceted, because when discussing issues, any opinions are taken into account [2]. In general, the quintessence of the foreign language learning process in maritime higher education institutions in the early 90's was a model of blended learning, focused on the optimal integration of traditional methods and new educational technologies for the formation of cadets basic language (lexical and grammatical) skills and skills development in all types of speech activity. The choice of methods and educational technologies is due to the need to ensure the required quality of training and formation of cadets given the educational standard of professional competencies that are important for interpersonal teamwork and communication in a multicultural environment [1]. A new process of restructuring the domestic education sector began with the proclamation of Ukraine as an independent state. The further study of a foreign language in maritime higher education institutions was influenced by the creation of a new democratic society, the expansion and improvement of the higher education system [6, 13].

Thus, the analysis of the source base makes it possible to identify the following trends of the unification period: paradigmatic (implementation of the ideological imperative in the language and training of future specialists in the maritime field); structural-educational (preparation according to unified curricula and programs, reading and translation as a leading type of speech activity); semantic (integration of foreign language training and multicultural education);

instrumental and methodical (use of traditional verbal methods, standardized textbooks, limited to information-reproductive exercises) [14].

3. Conclusion

The study highlighted the following trends in the study of foreign languages in maritime higher education institutions in the 70s of the XX - early XXI century: paradigmatic (consistency with world standards of training future maritime professionals in the study of foreign languages in higher education); structural and educational (standardization of training in higher education institutions with increasing academic freedom of the institution); content (updating the sectoral focus of the content of foreign language education in accordance with international standards); instrumental and methodical introduction of personality-oriented technologies, expansion of educational opportunities, evolution of its forms, methods and means from traditional to innovative).

The unification period (1978-1990) is marked by the fact that the teaching of foreign languages in maritime educational institutions of the defined period took place according to unified curricula using traditional forms and methods that had a relay character. The leading types of speech activity were reading and listening. The formation of the content of readiness of specialists in the maritime industry provided for the implementation of the ideological imperative, in particular in the process of foreign language training. The study found that specialized maritime education in the 70s of the twentieth century was organized in accordance with national requirements for the quality of training and international instruments, including the International Convention on the Training, Certification and Watchkeeping of 1978, as amended, which provided for standardization quality and covered the application of the diplomacy system (training programs, examinations and assessments), and identified the qualifications and experience required of instructors and examiners, taking into account policies, control systems and a review of internal quality assurance systems for maritime education. In the 1980s, the education system in Ukraine underwent various changes and reforms depending on the decisions of the communist party leadership. Excessive centralization and unification of management of higher education institutions had a destructive effect on the development of maritime education.

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