

## Benefits of Using ICT in Maritime English Teaching

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Education is no longer possible without computer tools in the era of information society and Internet. Nowadays specialists face new requirements for their personal and professional qualities. The system of higher technical education is supposed to train highly qualified professionals with deep knowledge of searching methods, processing, systematization and application information as well as mandatory knowledge of English, a necessary component of high-level specialists' training. English for future sailors - is not just an ordinary subject, but a means of professional communication, a component of their professional training in common with special disciplines, and a factor of professionalism.

Computer integrated technologies improve the quality of professional foreign language training, because they allow unlimited access to educational and professional information. A wide range of computer training materials (multimedia tutorials, authentic training materials, electronic communication, electronic dictionaries and reference books, educational tools programs to help language teachers to develop their own computer tools) allows the introduction of information and communication technologies (ICT) in various forms of training: classroom, out-of-class, distant, combined.

Such a variety of computer tools makes it possible to take into account the level of training, educational material and professional orientation of students to carry out the educational process in accordance with the goals and objectives of the curriculum of a particular specialty. The use of electronic educational resources can be scheduled by an instructor at various stages of training process (presentation, semantization, practice, monitoring).

The teacher does not need to cut the traditional methods of teaching a foreign language. The traditional techniques combined with the potential of ICT facilitate the learning process and improve its effectiveness. The integration of ICT in the teaching process helps to organize individual work of students, which is given a considerable number of hours on the curriculum.

When mixed with classroom methods and other learning environments, a blended approach occurs where activities are structured around online resources, communicating via interaction with distant learners. Since language learning takes place when learners interact, the blended approach provides effective communication that the STCW requires [3].

The benefits for teachers from using computer tools: - open programs, unlike modified and extended books; - computers used together with other technological media such as videos, DVDs, tape cassettes and CDs; - focus on

more communicative language tasks; - sophisticated tracking programs enabling the teacher to monitor students' progress in an ongoing manner.

To organize an independent work such Internet resources are recommended as: "Multimedia Collection" - searching for information on a particular subject (text, multimedia); "Treasure hunt" - a response to questions on a certain topic on the materials of the Web sites; "Web-Quests" - problem tasks, role plays, research projects; "Web blogs" - Web pages containing personal blogs, an unofficial on-line communication; E-mail - e-mail correspondence within the framework of any course program [1].

Among the English language computer tools for marine specialists are: - Multimedia programs in English "Seagull Software Collection": thematic lectures for listening; "Marlins Study Pack 1" - a comprehensive English language training course designed for independent study by seafarers with elementary level; "Marlins Study Pack 2" aimed at seafarers with a lower-intermediate to intermediate level of English. It combines detailed language input with extensive practice of language skills within authentic maritime contexts; - "Marlins Progress Test" and "The ISF Marlins English Language Test" - an online assessment tool, which tests seafarers' understanding of both written and spoken English; - Mariners Learning System is a technology-based learning solution providing a methodical, well-organized program of professionally produced, on-demand lectures, videos, and companion manuals for students to enable them to understand and retain what they have learned; - Navigation simulator "Navi-Trainer Professional 5000" that provides a complete simulation of real conditions and the formation of various aspects of professional foreign language competence of marine specialists.

Advantages in language learning: - individualized and self-paced learning processes; - immediate feedback in simple language exercises; - keeping the students' "score"; - access to information in a non-sequential way, thus adapting to students' needs; - the possibility to create and bring into operation new kinds of tasks, using multimedia and hypermedia tools; - self-assess of skill development and learning style; - the possibility to record, store and play audio/video information, thus providing a lot of advantages for oral communication [2].

Classroom PowerPoint presentations allow creating exercises for vocabulary learning and memorizing (for example, various embodiments of Compliance requirements in the format PowerPoint). Created by a teacher themed slides can be voiced in English by students. After learning the basic material, students create their presentation. Audio and video special effects, availability, ease of creation, efficiency, aesthetics results make electronic presentations necessary accompaniment of oral presentations at training every aspect of Maritime English and help students to express themselves creatively.

The enormous potential of authentic video material helps to develop listening and speaking skills. Use of video in teaching language allows creating and using multimedia tutorials aimed at the development of communicative competence. They can include fragments of feature films, fragments of radio

broadcasts, excerpts from literature, articles from newspapers and magazines. The authenticity of the material contributes to the communicative competence. Interactive activity increases the effectiveness of teaching. Publication of work in the process of information makes it possible to analyze the learning experience, the awareness of the relationship of knowledge to get feedback. Blog as an interactive tool for personal and intellectual development helps to understand the material under study and submit it.

The possibility of individualization of learning content enhances interest in the whole process of learning. In publishing the information found, students are able to communicate with a real audience. The ability to take part in the discussion is not limited to time-bound activities and expands to infinity. Publications are preparing the final stage of the study of oral themes. E-mail to a large extent helps to meet the need for communication, increases the motivation to the subject, facilitate communication with representatives of different cultures, expanding knowledge about the people and culture of another country, improving foreign language skills.

Students devote a lot of time the Internet, the task of the teacher to teach them managing its resources for Maritime English learning. Students have the opportunity to take part in the tests, quizzes, competitions, contests, video conferences conducted over the Internet, allowing to intensify the process of learning, motivate students' cognitive activity, and give each student the opportunity to show their activity and their creativity.

It follows that ICT develop linguistic competence (the ability to build the statement in accordance with the language rules), sociolinguistic competence (the ability to understand and perform speech acts corresponding to the specific situation of communication), discursive competence (the ability to perceive and construct the meaning of utterances according to the communicative context), strategic competence (the ability to use verbal and non-verbal communication strategies to compensate for the lack of knowledge ), socio-cultural competence (the ability to navigate and adapt to the socio-cultural context, using knowledge of the rules of communication, taken in the carrier medium of a foreign language), socio-psychological competence (capacity for verbal interaction with others, the ability to build social relationships in real communication), ie all components of communicative competence.

### References

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