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**PROFESSIONAL COMPETENCE IN EDUCATION:
 THE INTERACTIVE ASPECT OF ENGLISH AND SLOVAK LITERATURE**

The article analyzes the role of the analytical-synthetic approach in the formation of professional and intercultural competence of higher education students using the example of studying English and Slovak literature. The authors determined that a modern specialist in the humanitarian field must possess not only thorough knowledge of language and literature, but also the ability to intercultural communication. It should be noted that the analytical-synthetic approach is considered as a universal tool of educational activity, combining a phased analysis of the structural elements of a work of art (plot, characters, composition, style, symbolism) with the subsequent synthesis of the obtained results into a holistic understanding of the author’s concept. The emphasis is on the importance of forming professional competence of higher education students. The opinion on the importance of developing the intercultural aspect of English and Slovak literature is substantiated. The authors conducted a comparative analysis of English and Slovak literature and identified both common features (addressing universal themes – love, freedom, human dignity) and differences due to the cultural and historical context: the English tradition gravitates towards global issues and genre diversity, slovak – to national-historical motifs and folklore imagery. The focus is on the fact that English works have a much broader critical base, which facilitates work with them, while the study of Slovak literature requires additional cultural support. It is argued that the systematic application of the analytical-synthetic approach. It is noted that the results obtained can be used in the methodology of teaching foreign literature, in intercultural training programs and in the formation of academic mobility of students.

Key words: foreign literature, Slovak language, English literature, applicants, analytical approach, comparative characteristics.

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**REFRAMING MARITIME ENGLISH TASKS FOR VIRTUAL LEARNING
 ENVIRONMENTS FOR FUTURE NAVIGATORS**

The article addresses the problem of maintaining the quality and effectiveness of Maritime English instructions under wartime conditions and in the transition to virtual learning environments. The study highlights the challenges teachers and students face due to psychological, methodological, and technical limitations, as well as the need to preserve communicative and professional components of language training.

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The purpose of the paper is to outline the principles of reframing speaking-oriented Maritime English tasks for future navigators in online education. The research is based on the analysis of recent Ukrainian and international studies on distance learning and communicative methodology. Particular attention is paid to the adaptation of traditional classroom speaking exercises, such as role-plays, problem-solving discussions, and simulations and to digital environments using interactive tools and platforms. The proposed methodological principles emphasize communicative focus, interactivity, learner autonomy, and technological integration as key factors for effective adaptation. The study presents examples of how offline activities can be transformed into online equivalents without losing their pedagogical value. The examples cover the most popular and effective tasks used to perfect the speaking skills.

Findings indicate that the effectiveness of communicative tasks in Maritime English can be preserved through careful methodological redesign, adherence to clear structure, and incorporation of digital tools that enhance engagement and collaboration. The article concludes that the systematic adaptation of exercises for online learning contributes to sustaining language proficiency, professional orientation, and students' motivation under unstable wartime conditions, thus ensuring continuity and quality of maritime language education.

Key words: Maritime English, communicative competence, online learning, virtual learning environment, task adaptation, interactive technologies, distance education, wartime challenges, language pedagogy, speaking skills development.

The statement of the issue. Modern wartime conditions require teachers and students to adapt as much as possible to changes in the modes of learning, teaching and obtaining satisfactory educational results. The latest applications, educational platforms, updated program functions allow teachers to expand the possibilities of comprehensive teaching and to be in constant contact with students. Foreign language teachers face the task of organizing processes in such a way that none of the factors are neglected: accessibility, efficiency, interest, creativity, strength and practice of oral speech.

The transition to online education during wartime in Ukraine faced significant psychological and technical barriers, including shelling, blackouts, evacuations and interrupted internet access, which affected both students and educators [2].

At the same time, distance learning in the field of Maritime English has its own specificity, which is determined not only by technical aspects, but also by the professional orientation of the training of future specialists. Unlike general education disciplines, it involves constant reproduction of real situations on board the ship, modeling of professional communication in conditions of limited time and high responsibility. This requires teachers not only deep knowledge of the language, but also the ability to integrate role-playing games, simulators and communication simulators that reproduce working conditions at sea into the educational process.

In online Maritime English lessons, teachers face certain constraints compared to traditional classroom performance. These limitations primarily relate to the reduced ability to conduct activities that involve physical movement and promote engagement or personalization, such as simulations, role-plays, gallery walks, or four-corner discussions. Moreover, the most interactive and dynamic forms of communication tend to be replaced by more individual performance, as pair and group tasks are carried out in separate breakout rooms, limiting the sense of collective participation [3, p. 127].

Interim evaluation and research suggest that the main difficulties reflect both technical, psychological and methodological aspects and concern both teachers and students. For the first time, remote control during a pandemic has provided knowledge, but now, in wartime conditions, unstable energy supplies, a state of anxiety and constant obstacles are being imposed on the problem [4].

The analysis of relevant research. In the Ukrainian scientific sphere, the issue of distance education is mainly considered from the standpoint of teaching individual subjects, the principles and methods of which differ in a certain diversity of organization. Although

the number of publications on distance education is increasing, they tend to highlight only particular aspects of this complex area [5].

Regarding distance teaching of the English language, in particular the development of communicative competence of students, V. Varga, T. Voytenko, A. Tymchuk studied the formation of language competence of university students in distance learning. They showed the effectiveness of interactive technologies, gamification, project work and webinars for the development of communication skills. A. Kolesnyk, I. Udovenko, I. Manuenkov studied the peculiarities of foreign language teaching in online environments using platforms such as Quizlet, Kahoot, Wordwall and their impact on interactivity and communicative interaction in students. O. Savchenko describes the use of digital technologies (Zoom, Google Classroom, online resources, video podcasts) for the development of all language competencies and motivation in students of higher education, and A. Chudiyovych examines the problems of distance teaching of English in Ukrainian universities: challenges in the role of a teacher, feedback, motivation and interaction with students.

Foreign scientists studied various issues of distance education: Desmond Keegan (Ireland) developed the theory of reintegration of education and teaching (theory of reintegration of the teaching and learning acts), which analyzes the gap between the teacher and the student in distance learning. Otto Peters (Germany) is the author of numerous works on comparative distance education and considers it as an industrialized process. Alejandro Armellini (UK) explores innovation in online learning, covering in academic works the themes of social presence and the introduction of open educational resources.

The purpose of the article is to investigate the main principles of reframing Maritime English tasks for virtual learning environments for future navigators on the basis of effective communicative exercises to teach fluency in online lessons.

The body of the research. Crewing companies do not reduce their requirements for specialists in the maritime industry, standards only increase, as before, knowledge of the English language is one of the key conditions for hiring. From the first year of study, teachers of the English Language Department for Deck Officers at Kherson State Maritime Academy prepare applicants for successful interviews and interviews for employment, using modern interactive technologies and updating existing communication activities to increase efficiency when working online. Preparing navigators for free and effective communication in English on ship and on land requires sufficient oral practice time, which the teacher must organize considering the specifics of online learning and choose such interactive technologies, tasks and exercises that will help form a stable and sufficient language response.

According to the requirements of IMO Model Course 3.17, teaching Maritime English should cover the practice of all four skills: reading, writing, listening and speaking. Speaking occupies a major place among integrated skills, as a priority for seafarers. The transition to distance learning has presented the teachers of the department with a number of tasks and challenges: to preserve the success and quality of education, to translate printed textbooks into electronic format and to update the base of exercises for the practice of free speaking, considering the peculiarities of working online [2].

Speaking training is defined as a key component of seafarer training, focusing on the development of communicative competence in professional and everyday situations on board a ship. The model course offers the following exercises for the development of speaking:

- online chat in real time – students discuss in chat quickly responding to a message that simulates a short oral interaction and accessible peer-correction of what is written;
- simulated telephone conversation (guided telephoning), when one “rings”, the other “corresponds”, without visual contact (inverted chairs);
- reconstructing a phone call – one student transmits a message by phone, another student records it according to the form, and then compares the result with the original;
- role-playing games and simulations (playing situations using SMCP in roles based on simulated real situations);

- problem-solving simulations (creating a complex navigational situation on a ship, discussing, finding a solution in groups with the presentation of results, or group work on solving communication problems, such as misunderstanding with a foreigner's accent – identifying a problem, discussing solutions), etc. [2].

The proposed exercises envisaged by IMO Model Course 3.17 are particularly effective in training future seafarers, as they combine the development of language skills with the vocational focus of training. Role-playing games, simulations of emergency and work situations, simulations of negotiations or discussion of tasks in the crew allow students not only to practice free speech, but also to form a stable language reaction in conditions close to real ones. The effectiveness of such exercises is that they force participants to quickly choose words, adhere to clarity and brevity of statements, which are key requirements for communication on board the ship. In addition, working in pairs or groups contributes to the development of team interaction skills, critical thinking and confidence in the use of the English language, which makes training as practical and relevant as possible to the future professional activity of sailors.

The use of the above exercises online is not always possible, or even impossible, without adapting and changing the method of organizing the process. In order to effectively analyze and improve work method. The teachers of the department use a wide range of tasks for the development of speaking: discussions, role-playing games, simulations of communication on VHF, group discussions, mosaic tasks, tasks for free speaking, etc. When working offline, educators have more opportunities and exercises to practice free speech, the part has to be abandoned due to the impossibility of performance.

We suggest, the transition from offline to online work requires significant efforts and methodical solutions, while the exercises should be practical and give all applicants opportunities to acquire the necessary fluency skills.

The adaptation of traditional face-to-face speaking activities for online learning environments requires adherence to several fundamental methodological principles. These principles ensure the maintenance of communicative effectiveness, learner engagement, and the professional orientation of Maritime English instruction. We suggest you familiarize yourself with some principles and conditions that should be considered when adapting offline exercises for online learning:

1. Communicative Focus. The primary goal of adapting speaking activities is to preserve their communicative value. Each task should simulate authentic interaction and professional communication typical for maritime contexts. Activities such as role-plays, problem-solving discussions, and scenario-based dialogues should encourage cadets to use English purposefully in realistic shipboard situations.

2. Interactivity and Collaboration. Effective online speaking practice must rely on interaction and cooperation among participants. This can be achieved through the use of breakout rooms, online forums, collaborative tools (e.g., Padlet, Miro, Google Jamboard), and instant feedback from the instructor. Group tasks help maintain the social dimension of learning and support peer-to-peer communication.

3. Technological Integration. Digital tools serve as a bridge between the traditional and online modes of instruction. Platforms such as Zoom, MS Teams, and Google Meet provide opportunities for synchronous interaction, while applications like Flip, Edpuzzle, or Kahoot support asynchronous communication, reflection, and gamified practice.

4. Clear Structure and Instructions. Online activities require explicit guidance. Each task should include detailed instructions, time limits, and clear assessment criteria. Structured planning compensates for the limited non-verbal cues in virtual environments and reduces uncertainty among learners.

5. Motivation and Engagement. Sustaining student motivation in online learning demands the use of interactive formats, gamification, and creative challenges. Instructors

should design tasks that stimulate curiosity, allow personal expression, and reward participation through formative feedback and visible progress tracking.

6. Learner Autonomy and Responsibility. Online environments promote self-regulated learning. Modified speaking tasks should encourage cadets to prepare, record, and evaluate their performance independently. This not only develops linguistic competence but also enhances accountability and professional self-discipline – key qualities for future navigators.

7. Supportive Learning Climate. Creating a psychologically safe and inclusive online space is essential for effective communication practice. Instructors should foster positive group dynamics, provide constructive feedback, and ensure that every participant feels heard and valued during virtual interaction.

Applying the principles and conditions of adaptation of offline exercises to the online environment provides a general understanding of which approaches contribute to the effective development of language skills.

Adapting traditional offline exercises to an online format is a prerequisite for effective learning, as it allows maintaining the pedagogical value of tasks under changed conditions. We propose the following adaptation:

Role-playing games. Offline – students work in pairs, reproducing typical situations on board the ship (captain's orders, radio negotiations, crew instruction). When working online, the same situations are organized in breakout rooms (Zoom, MS Teams). The teacher can change pairs so that all students practice with different partners, and recordings of conversations allow further analysis.

Discussions in small groups. In an offline format, groups discuss a problematic situation (such as an accident, rerouting, weather deterioration) and present solutions, and remote work is organized in online boards (Miro, Padlet), where participants leave key ideas in real time and then present them through a shared screen.

Mingle activities (mingling). Offline students move freely in the audience, asking each other questions, working online they have to quickly change partners in breakout rooms for 2-3 minutes, which simulates «movement» and allows the practice of many dialogues in a short time.

Such adaptations preserve the essence of the exercises, but make them realistic and effective in a virtual environment. The transfer of known techniques to the digital environment contributes to maintaining the continuity of the educational process and provides students with a sense of connection with classical classroom practice. In addition, the adaptation of exercises opens up new opportunities for interactivity, cooperation and the use of digital tools, which makes learning more flexible and closer to real professional situations.

The use of debate in an online format is complicated by technical limitations: participants often interrupt each other due to a delay in sound, which makes the natural course of the discussion impossible. Organizing teamwork also requires additional time, because students have to coordinate positions in virtual rooms. In addition, it is more difficult for the teacher to monitor simultaneous performances and the level of participation of all students, which reduces the effectiveness of the exercise compared to offline classes. When playing role-playing games in an online format, applicants feel a lack of space for non-verbal communication, which is an important component of role-playing situations. Technical problems (sound delay, unstable Internet) disrupt the dynamics of dialogue and make it difficult to create a realistic scenario. In addition, it is more difficult for the teacher to simultaneously monitor the performance of roles in several groups and provide feedback in real time.

We suggest adapting the exercises “Debates” as follows:

- mini-debates in pairs or small groups, when students divide into pairs/triples and discuss the thesis in separate «breakout rooms», after which they briefly present the position of the entire group;

- asymmetric chat debates, where instead of an oral discussion, students express arguments in writing in the chat or on a shared board (Padlet, Miro), which reduces chaos and allows everyone to express themselves;

- role debates, where each student is given a role (captain, mechanic, port controller, inspector, etc.) and he advocates a position in line with professional responsibilities, which makes the exercise more structured;

- format “one argument – one minute” when each participant has a clear speaking time that disciplines and prevents interruption.

Such modifications allow you to preserve the educational potential of debates, but make them manageable in an online environment.

In our opinion, one of the options for organizing “Design a poster” can be to replace the physical poster with an option where students work in shared online tools (Asana, Trello, and ClickUp), where everyone can add text, pictures or marks in real time, and the presentation of the poster can be organized as a mini-protection, when each group demonstrates the result through “screen sharing” and explains key ideas.

As for interaction exercises (mingling), “breakout rooms” (Google Meet, Webex) will also come in handy here, where students join in pairs/small groups with further rotation, the teacher can set a timer and, after the time is over, mix the groups, which partially reproduces the dynamics of “migration”. To preserve elements of spontaneity, tasks can be given at the last minute, for example, a question for a short dialogue or a situation for discussion.

Digital platforms contribute to inclusiveness, improving the quality of education and the flexibility of learning. Effective implementation requires a systematic approach, infrastructural support and updating of educational policies [3].

The analysis of the obtained data allows us to state that the effectiveness of exercises for the development of speaking can be increased using methodical approaches and adhering to the principles of adaptation for working in remote mode. It was established that the main exercises used to enrich speech practice and improve oral speech need to be adapted in order to maintain efficiency, the possibility of performance by applicants in different technical conditions and with different levels of language proficiency.

Conclusions. Therefore, the conducted research showed that online learning of the Maritime English language requires a combination of theoretically based principles of adaptation of exercises and practical experience of teachers to ensure the development of free speaking. Without sufficient time and modification of the offline tasks used in each session, applicants cannot develop professional speech skills.

It is recommended to apply the main mechanisms of adaptation of the classic exercises described in the article, such as role-playing games, debates, “Mingle activity” and “Design a poster”, which allows you to preserve their communicative value and bring them closer to real professional situations on board the ship. It is advisable to implement the use of interactive platforms, structured scenarios, breakout rooms and visual support to increase student engagement, form a sustainable language response and confidence in professional communication.

The combination of theoretical principles, adapted exercises and practical experience of teachers creates a basis for the further development of the methodology of online training of seafarers and the formation of recommendations for practical classes.

The obtained results create a basis for further improvement of the methodology of online training of seafarers and the development of interactive exercises that are as close as possible to real professional situations on board the ship. This opens up prospects for further research in the field of distance learning of Maritime English, in particular regarding the effectiveness of various formats of role-playing games, debates and collective projects in a virtual environment. Further research should aim to assess the impact of adapted exercises on the formation of communicative competence and students' confidence in professional communication. In general, the conducted research allows us to emphasize the importance

of a comprehensive combination of theoretical principles, digital technologies and practical experience of teachers in the training of future marine specialists.

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АДАПТАЦІЯ ЗАВДАНЬ З МОРСЬКОЇ АНГЛІЙСЬКОЇ МОВИ ДО ОНЛАЙН-НАВЧАННЯ МАЙБУТНІХ СУДНОВОДІВ

У статті розглядаються питання переходу від офлайн-навчання до онлайн, проблема якості та ефективності навчання морської англійської мови в умовах воєнного часу й адаптація вправ для практики вільного говоріння у віртуальному навчальному середовищі. Дослідження висвітлює проблеми, з якими стикаються викладачі та студенти через психологічні, методологічні та технічні обмеження, а також потреба збереження комунікативних і професійних компонентів мовної підготовки.

Метою роботи є окреслення принципів адаптації мовленнєво орієнтованих завдань морської англійської мови для майбутніх судноводіїв в умовах онлайн-навчання. Дослідження базується на аналізі актуальних українських та міжнародних досліджень з дистанційного навчання та комунікативної методології. Особлива увага приділяється адаптації традиційних вправ для розвитку мовлення на занятті, як-от рольові ігри, дискусії, обговорення професійних питань, а також цифровому середовищу з використанням інтерактивних інструментів і платформ. Запропоновано методологічні принципи наголошують на комунікативній спрямованості, інтерактивності, автономії здобувачів та технологічній інтеграції

як ключових чинників ефективної адаптації. У дослідженні представлено приклади того, як офлайн-діяльність може бути перетворена в онлайн-еквіваленти без втрати педагогічної цінності.

Висновки показують, що ефективність комунікативних завдань у морській англійській мові можна зберегти за допомогою ретельного методологічного перепроєктування, дотримання чіткої структури та впровадження цифрових інструментів, які покращують залучення та співпрацю. У статті робиться висновок, що систематична адаптація вправ для онлайн-навчання сприяє ефективному оволодінню мовою професійної орієнтації та мотивації студентів у нестабільних умовах воєнного часу, таким чином забезпечуючи неперервність та якість освіти.

Ключові слова: морська англійська мова, комунікативна компетентність, онлайн-навчання, віртуальне навчальне середовище, адаптація завдань, інтерактивні технології, дистанційна освіта, проблеми воєнного часу, мовна педагогіка, розвиток навичок говоріння.

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СУТНІСНІ ХАРАКТЕРИСТИКИ ФОРМУВАННЯ ГОТОВНОСТІ КУРСАНТІВ-ЗВ'ЯЗКІВЦІВ ДО ВИКОНАННЯ ЗАВДАНЬ ЗА ПРИЗНАЧЕННЯМ ЗАСОБАМИ СПЕЦІАЛЬНОЇ ФІЗИЧНОЇ ПІДГОТОВКИ

У статті розглядається проблема визначення сутності та структури готовності майбутніх офіцерів-зв'язківців (Військ зв'язку та кібербезпеки Збройних Сил України) до виконання завдань за призначенням. Особливу увагу приділено ролі спеціальної фізичної підготовки як засобу формування професійної готовності. Запропоновано системний підхід до аналізу цієї готовності, який включає взаємозв'язок мотиваційного, когнітивного, операційно-діяльнісного, емоційно-вольового, особистісного та соціально-комунікативного компонентів.

Відповідно до результатів аналізу науково-методичної та спеціальної літератури нами зосереджено увагу на важливості інтеграції фізичної та спеціальної фізичної підготовки з іншими дисциплінами, які забезпечують професійний розвиток представників досліджуваної категорії. Також у статті окреслено основні завдання спеціальної фізичної підготовки, спрямовані на розвиток фізичних, психофізичних та професійно значущих якостей, а також забезпечення стресостійкості і функціональної готовності майбутніх офіцерів-зв'язківців до виконання завдань за призначенням.

Здійснений аналіз понять «готовність особистості до професійної діяльності» та «готовність майбутніх офіцерів до виконання завдань за призначенням» дозволив сформулювати визначення «готовність майбутніх офіцерів-зв'язківців до виконання завдань за призначенням». Результати дослідження може бути використано для вдосконалення програм фізичної та спеціальної фізичної підготовки майбутніх офіцерів (зазначеної військово-облікової спеціальності) у вищих військових навчальних закладах інституцій сектору безпеки і оборони України.

Перспективи подальших розвідок у цьому напрямку передбачають визначення підходів, принципів, форм, методів і засобів (технічних засобів навчання), які доцільно застосувати під час практичних занять зі спеціальної фізичної підготовки в системі професійної освіти,

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