

SPECIFIC REQUIREMENTS ASSOCIATED WITH TEACHING ENGLISH FOR SPECIFIC PURPOSES PROVIDED TO MARITIME CADETS

Summary. This article considers the acquisition of knowledge, skills, and the formation of core competences that will ensure the most productive functioning of an individual in society. Since English is one of the specialized subjects at the maritime institution, special attention should be paid to the initial stage of education in order to lay a firm foundation of language skills, form the foundation of the communicative competence, and ensure human development of cadets. The present study endeavors to solve the issue of better-quality language teaching at the general professional stage of the maritime education when a major challenge is to master the general professional vocabulary of the maritime technical sphere in order to prepare cadets to the stage of specialization.

Keywords: English for Specific Purposes, Kherson State Maritime Academy, Maritime English, communicative approach, training programme.

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ОСОБЛИВІ ВИМОГИ ЩОДО ВИКЛАДАННЯ ПРОФЕСІЙНОЇ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТАМ МОРСЬКИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

Анотація. У даній статті розглянуто набуття знань, умінь і формування ключових компетенцій, які забезпечать особистості найбільш продуктивне функціонування в суспільстві. Найбільш дієвим методом навчання іноземній мові як обов'язкового компоненту професійної підготовки майбутніх фахівців морської технічної сфери є компетентнісний підхід, основною метою якого є формування іншомовної комунікативної компетенції, тобто здатності здійснювати іншомовне спілкування з представниками іншої культури англійською мовою. Показано, що оскільки в морському вузі дисципліна «Англійська мова» є одним з профільних предметів, необхідно особливу увагу приділити саме початковому етапу навчання, на якому необхідно закласти міцний фундамент мовних знань, сформувати основи комунікативної компетенції і забезпечити гуманітарний розвиток курсантів. Навчання мови на першому ступені морської освіти має сприяти планомірному розвитку компонентів іншомовної комунікативної компетенції, остаточно формування якої в складі професійної компетенції завершується до кінця навчання у ВНЗ і означає: здатність і готовність морського фахівця володіти усним і письмовим спілкуванням в професійному та громадському житті; володіння інформаційними технологіями і здатністю критичного осмислення потоку інформації; усвідомлення необхідності навчатися протягом усього життя. В даному дослідженні зроблена спроба вирішення проблеми більш якісного мовного навчання на загально-професійному етапі морської освіти, коли основним завданням для учнів є оволодіння загально-професійною лексикою морської технічної сфери для підготовки до етапу спеціалізації. Було проведено аналіз умов конкретної навчальної ситуації на прикладі Херсонської державної морської академії. Також були вивчені тенденції, які сприяють утворенню нового педагогічного мислення.

Ключові слова: професійна англійська мова, Херсонська державна морська академія, морська англійська мова, комунікативний підхід, навчальна програма.

Problem statement. In today's changing world, the process of reforming Ukrainian education is natural. Political, economic and social conditions of the communities, which are always being renewed and transformed, are a challenging task in the field of culture and education.

The current stage of development of national education provides for the promotion of higher education to a new cognitive paradigm, which implements phasing out of the straightforward transfer of knowledge from a teacher to a student, in favor of the education, which aims to develop necessary professional competences of the future professionals. Therefore, a successful change in higher education depends on whether the system of education aims at implementing the social-sector procurement, which implies the training of such professionals who will meet constantly increasing requirements on proficiency in technology and science as well as the foreign language in the academic, scientific and industrial sectors.

At the current stage of the development of economic relations, the foreign-language competence among the professionals largely determines the success of the industrial and technological activi-

ties of the enterprise because only professionals in a particular field fluent in a foreign language of the particular profession will perform their appointed tasks under different kinds of international contacts. While offering access in the required field a foreign language enables the faster resolution of work issues for competent specialists and therefore increases the worker's status in the increasing competitiveness of the job market. Therefore, acquisition of the professional language is necessary as a result of quality higher education for learners, which this higher education should provide. In accordance with statutory instruments regulating the educational process parameters, the main objective of English language instruction at the maritime institution is forming communicative competences among cadets to effectively communicate in the conditions of the inter-ethnic crew that would spring from the professional activities of a specialist within the limits of his or her functional responsibilities. In this regard, cadets are expected to be familiarized with the minimum theoretical and practical knowledge and with the attitudes needed to pursue an occupation and to achieve the agreed

goals in the fields of listening, reading, oral and written speech based on knowledge on phonetics, vocabulary, and grammar of English.

So, in other words, outcomes of learning are represented, which consists of the practical acquisition of language as a means of communication in the professional field.

Goal setting is the main task in the methodology of the teaching of foreign languages since the choice of goals affects the definition of the content, methods, and procedures for ensuring the progress of cadets. As basic methodological categories, the goals and the content of education set the main objectives towards achieving a result.

Recent research and publications. The issue of professional education psychologically was examined by A.A. Verbitskiy and G.K. Selevko.

Job-oriented training was the subject of researching by D. Richards.

The purpose of the article is the theoretical grounding of the importance of establishing and maintaining the educational and cultural component at the maritime institution based on the communicative approach.

Presentation of the main material. The relevance of addressing the issue of teaching the vocabulary to the maritime cadets is conditional upon a requirement of higher quality education general professional English.

The updating of the traditional education system to ensure the active educational process enables the implementation of the real inclusion of learners into the work as a condition of forming of components of the communicative competence (linguistic, social, strategic, discursive).

One of the strategic objectives of the foreign-language education at the higher education institution is the formation of a spiritual and moral personality who speaks a foreign language; who can be the unsub of learning and self-development; who possesses humanitarian culture to successfully operate in today's multicultural society. The continued predominance of the traditional process of the foreign-language teaching at the maritime institution when a teacher promotes knowledge and a learner memorizes and reports does not facilitate the development of relevant skills and competences, as well as the self-development of a personality at a time when the lifestyle pattern and the attitudes of all members of society have already changed. The developed reproductive capacity, the formation of which is still being addressed by the language teaching in the first phase of the maritime education, is not enough for the process of establishing a fully-fledged professional who could engage in future professional activities that will require him or her to be socially active adaptively and creatively; who could be able to raise and solve productive issues; who could bring forward and achieve goals.

A.A. Verbitskiy rightly points out that because of the education system itself and its unsubs (education authority officials, teachers, the learners themselves) methods of "direct" transmission of information dominate in general and vocational education [1, p. 336].

Meanwhile, the adequate functioning of Ukrainian education systems in the framework of the Bologna reform implies Western approach to learning, which is characterized by inductive methods

of the presentation, a big responsibility of learners for independent acquisition of knowledge, the functions of a teacher as a moderator of the educational process as noted by D. Richards [3, p. 218]. Individual pursuit of knowledge should be one of the cornerstones of the training activities of a learner; and the whole preparation at a higher education institution is, ultimately, efficiently organized independent study. We will accept it, considering it relevant for humanitarian subjects, among which is English language instruction.

The refurbishment of the educational medium is necessary to allow each participant to implement the training activities fully. The education should not shackle the tremendous potential of the learners by the mandatory nature of the required educational activities, but enable their activity-orientated potential to reveal.

Time requires improving the efficiency of the foreign-language education. It means that teachers should be open to fundamental changes, which entails the transformation of the teacher's identity, a shift in his or her mentality, followed by the modification of foreign-language learning technologies. The entire educational community should realize that the teacher in the «information society» ceases to be the source of primary information. He or she turns into a mediator who facilitates the acquisition and assimilation of the wealth of attitudinal and professional information.

According to G.K. Selevko [2, p. 816], trends that foster new pedagogical mentality include:

- expanding the content of education by new procedural skills, namely: development of the capacity to process the information;
- covering more educational space with information and telecommunication teaching aids;
- emphasizing education for universal spiritual values and the establishment of the graduate's ethos;
- shifting from teaching as a memory function to teaching as a process of mental development allowing to make use of lessons learned;
- shifting from discipline-, knowledge-based, compulsory, and regulatory dominant to the dominant of self-development and self-improvement of a learner.

A teacher should work unceasingly to establish conditions for the development of learners as creative individuals, thereby building upon social, intellectual and professional society's capacity.

The harmonization of the statutory, social and personal requirements towards the linguocultural preparation of learners is also a very valid concern. An important way to achieve that would be through creating the situations of practical use of the language under study as a tool for the intercultural discovery and interaction. Thus, the inclusion of learners into the work as a real opportunity to use the guidelines, apply the knowledge and formed skills and abilities in a particular situation will be the condition for the efficient education and training. Therefore, the process of reform of the foreign-language preparation of the maritime cadets is particularly important for their professional field because the intercultural dialogue is increasingly in demand.

Nevertheless, the acquisition of a foreign language can only be successful only if both the learning process and teaching materials are distribut-

ed on proper successor stages as part of the whole training course. Let us consider this issue using an example of four-year bachelor's degree programme at the Kherson State Maritime Academy.

English language instruction at the Kherson State Maritime Academy is presented in the form of two stages: the first one is the general professional stage (first three terms of study); and the second one- specialization stage (subsequent five terms) because objectives and content of each stage vary.

The first stage of study (general professional), as part of a whole, has the additional characteristics (to those listed above), such as:

- consistency (it is the stage between the school English course and the language of professional communication at the undergraduate level of a higher education institution);
- orientation towards cognitive activity of the learners;
- comprehensiveness of target achievements (equality of all learning objectives: practical, educational and developing).

Since at the maritime institution English is one of the specialized subjects and is studied throughout the whole training time, special attention should be given to the first stage of study (first three terms) when it is important to build the lasting foundations of knowledge, skills, and competences in general professional language to ensure further successful acquisition of the language of professional communication at the specialization stage (subsequent five terms).

The requirements to the input competences, which are necessary for studies in this subject, are defined in accordance with the standard of secondary (full) general education. However, it must be noted that the significant number of graduates after secondary school comes to the higher education institution with the poor knowledge of English, lack of English speaking, and sometimes even lack of reading. Varying starting level of English language proficiency among the cadets is an issue to be addressed. Not everyone gets a chance to master the course in two years. Especially if the basic knowledge was almost zero, and there is no skill of the independent work. In addition, not all learners are equally motivated. It takes some time for some of them to determine their educational needs for the future self-realization in the chosen field. The specific features of the learning at the maritime institution include living conditions of the learners (living in the dormitory) thereby affecting the quality of preparation for the lessons.

These are the main reasons for the creation of the input testing of the cadets in connection with admission to the Kherson State Maritime Academy. It assists in making them into groups according to their level of knowledge, which in turn assists the teachers in better preparation for a lesson, and helps the cadets to overcome the psychological barrier that appears frequently while teaching the students with the different level of knowledge in one group.

The organization of education based on the communicative approach means the inclusion of all learners into the implementation of some activity, which reflects the real ability of learners to meet the objectives in practice independently. At the

Kherson State Maritime Academy, such practice for the cadets at the general professional stage is represented by participation in the Olympiad in English, regular presentation of independent studies in the group, organization of thematic events in English, communication with the representatives of foreign crewing agencies, participation in the annual conference with reports and presentations.

In our example, the course, which focuses on educational content determined by the programme for the first stage of language education at the maritime institution in accordance with targets of general professional training of cadets and achievement of the high-level general cultural intelligence by them, was designed. At the Kherson State Maritime Academy, this formidable achievement was supported by assistance from the Marlow Navigation crewing company. This cooperation allowed implementing the project called "Communicative approach to Maritime English teaching" recommended by the International Maritime Organization in the Model Course 3.17 [4].

Participants of this project are Academy instructors and cadets. Student's books created collectively by the teachers from the Kherson State Maritime Academy are based on the communicative approach. These training manuals are a real accomplishment and a necessary tool for communicative learning. In addition to communicative tasks, these student's books offer case studies, reports on real accidents, Standard Marine Communication Phrases, original approach to the study of conventions and other maritime instruments, diversity of the structure and design.

Various forms of classroom and extracurricular activities of cadets at the Kherson State Maritime Academy contribute to the achievement of the main educational objective: the formation of foreign-language communicative competence, i.e. ability and willingness to provide effective interpersonal and professional communication with individuals of another culture. To this end, teachers work in the following areas at the general professional stage: integration of educational and developing opportunities of English and specialized subjects; frequent recourse to the problematic assignments in the educational process; strengthening of the cultural and cognitive orientations of the educational activity context; encouraging learners to participate in events conducted in English; contribution to the development of the self-educational competence of learners; using techniques of reflection in teaching practice.

Conclusion. Synthesizing objectives and methods of classical education with the progressive ways of preparation of specialists will allow for producing professionals for the new social and economic situation. The higher is the scientific and educational level of an individual, the stronger the trend of the successful progressive development of the society is.

Educational process should help cadets recognize the need for knowledge building, self-development, overcoming difficulties and achievement of the objectives. An appropriate educational and cultural medium is created and supported in the organization of education based on the communicative approach.

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