

## **ACADEMIC COMPLEX AS THE MEANS OF CONTINUOUS EDUCATION IMPLEMENTATION**

**Moroz Olena**

PhD, Associate Professor  
Kherson State Maritime Academy

The rapid development of the information society demands the professional training of highly qualified personnel who at the same time would be capable of continuous learning and skills development in compliance with the latest requirements of this or that professional sphere. The provision of the necessary conditions for the continuous professional education system functioning becomes an acute need of today and as such forms the crucial elements in the system of the national policy in the area of education [1, 305].

The most efficient way of achieving this aim is the creation of the new level of all educational elements which will enable students to transfer the educational levels with bigger comfort and convenience. The thorough analysis of the high education development tendencies testifies there is an active search for the innovative organizational forms of education which would become systematically important elements within the framework of continuous professional education [2, 76]. As the result of this search there is the development of academic complexes of different types. «Academic complexes» are characterized by the integration of different types of educational establishments providing a kind of “climbing up” the levels step by step. The crucial features here are the cooperation between all the levels and strict subordination which provide for a unified complex educational system creation. Therefore the deep integration of all structural components enables the synergy in both goal setting and the ways of their accomplishment [30, 62]. In other words, we may state that academic complexes are the unities of educational establishments of different levels (e.g., lyceum – University, College – higher educational institution, etc.) pursuing the same aims and tasks. The main objective of such unities is the most rational organization of the academic process by means of repetitive information minimization while teaching and logical sequence of material presentation on different levels of professional training [14, 36]. Having integrated all elements of the professional education – elementary, secondary, high and fundamental scientific – such complexes provide for the gradual professional development of future specialists by means of integrating individual components of their professional training according to different curricula into a unified system.

The idea of academic complexes creation appeared in the XIX century. The main structural unit in education management organization in Ukraine at that time were educational districts which might be called the prototypes of the modern academic complexes [2, 77]. The centers of such districts were in Kyiv, Kharkiv, Odessa, Lviv and Chernivtsi Universities. The first creation of academic complex as the voluntary unity of educational establishments of different types of property forms happened in the 70-ies of the XX century.

Theoretical and methodological grounds of complexes creation, such as the determination of interrelation forms of schools and social environment, the substantiation of means to vary the scope of school activity, the revealing of possibilities for secondary education and additional training integral unity etc., were established by scientific research results by V. Sukhomlynskyi, S. Shatskyi and other scientists [10, 540]. The matter of continuous professional education, the aspects of contemporary University education models, including University complexes, were studied and developed by Ukrainian (M. Bratko, N. Denysova, O. Meshchaninov, N. Terentieva, L. Khoruzha) and Russian (M. Bokariev, I. Borysov, K. Zimina, N. Pishchulin) researchers.

We claim the process of professionally-oriented foreign language training of future seafarers to be a complicated multileveled procedure and thus believe it can be the most efficiently be carried out under the condition of the leveled training system implementation within the academic complex. That is why the integration of maritime educational establishments of different types can be considered as the main means of the continuous professional education implementation which will provide for the educational quality improvement on all levels.

The implementation of the up-to-date continuous professional education framework is possible only under the condition of academic complex organization within which the role of professional educational establishment of any type is guaranteed and each of them is viewed as equal-righted and important structural element of the whole system. The integrity of the system as a single unity is provided by the close correlation and interrelation of individual elements with one another [9, 151]. The meaningful and goal-oriented collaboration of maritime English teachers at all stages of education is thoroughly planned and coordinated by the Coordination Councils the members of which are the heads and teachers of all English language departments (Professional Maritime Lyceum, Maritime Specialized College and Maritime Academy). The Academy Rector is the complex head who controls and coordinates suggestions and planned activities of all the structural elements of the academic complex Kherson State Maritime Academy (KSMA).

In our case the Professional Maritime Lyceum KSMA doesn't provide opportunities for secondary education acquisition. Students may enter the Lyceum on the basis of the received secondary education and during the course of professional training they will acquire one of the job specializations at the education and qualification level «qualified worker» to start working on merchant fleet vessels.

The academic and training process in the Lyceum is organized in such way so that to provide for its maximum integration into a unified system of continuous professional training of future seafarers, for the succession when the students continue education in other structural elements of the complex KSMA and as the result for the most optimum adaptation level of students in higher educational establishment.

During the studying in the Professional maritime Lyceum together with the acquiring some professional knowledge and skills, getting aware of the major requirements to competency level, the important element of the educational process in the Lyceum is claimed to be in our research the professionally-oriented foreign language training which is considered to be a crucial component of the seafarer's

professional competency. At this stage of the professional training future seafarers learn how to perform their professional duties in multilingual crew at the support level of responsibility [48, 124-126], so they need to know and use correctly the professional terminology, the names of the appropriate devices and equipment, to understand and correctly interpret the orders, be able to report the actions completed, etc. This means, that the development of the Maritime English syllabi for the Professional maritime Lyceum students must be done in compliance with the national standards of the professional and technical education as well as the requirements of the International Maritime Organization as stipulated by the STCW Code. At the same time it is crucial that they are coordinated with the Maritime English syllabi of Maritime College and Maritime Academy.

The major advantages of the elementary professionally-oriented foreign language training in the Lyceum are the involvement of teaching staff of each structural element of the complex into the process of unified academic strategy development and the introduction of the same requirements to Maritime English teaching providing the straight connection and interrelation with other structural elements [4, 622] which can enhance greatly the quality of professional training.

The next important structural element of the academic complex KSMA is the Specialized Maritime College. Being a part of KSMA the College carries out the professional training of future seafarers in three related specialties and education and qualification programmes: navigation, engineering and electrical engineering. The peculiar feature of the Specialized Maritime College is the variety of the forms and educational programmes of specialists' training: on the basis of the complete secondary education, on the basis of incomplete secondary education, on the basis of the elementary professional training (the one received in the Professional Maritime Lyceum). If students enter the Specialized Maritime College on the basis of incomplete secondary education they undergo the professional training for the qualification level of Junior Specialist in the combination with the general secondary education. Starting from 2020 students may enter the educational course for the education and qualification level of Junior Bachelor. The Specialized Maritime College graduates have an opportunity to continue education according to the specialization chosen at the following levels of education under the shortened programmes in Maritime Academy. The main objective of the academic process in college is the appropriate professional training, the formation of professional competencies which will provide for the competitiveness of the graduates at the employment market. Upon graduation from the Specialized Maritime College the graduate must be ready for the further education in academy as well as for the individual life-long learning.

KSMA as the center of maritime education within the academic complex provides for the professional training of future specialist of full range of seagoing maritime specialties. Academy suggests the wide variety of forms and programmes for mastering future profession, the combination of formal and informal education, the provision of optional academic services, etc. The applicants who enter the Academy on the basis of the complete secondary education can choose between the full-time and part-time mode of study under the classical programme for the obtaining the education and qualification level of Bachelor. The Maritime College graduates who have already

gained the elementary professional training and acquired the education and qualification level of Junior Specialist have an opportunity to continue the education and increase their professional level during the education in Academy under the shortened programme (full-time or part-time mode of study) to obtain the education and qualification level of Bachelor.

As the educational establishment of the IV level of accreditation the Academy enables its graduates and the graduates of other maritime educational institutions to continue the education at the Master degree course (full-time or part-time mode of study) to obtain the education and qualification level of Master. Besides, to implement the major principles of continuous education KSMA provides also the advanced maritime training in Maritime Specialized training center where officers and senior officer can improve their professional skills and undergo advanced training when necessary. The academic process in the Training center is carried out in accordance with the curricula and syllabi developed by the English language departments, approved by the Academic council of the Academy and coordinated with the Maritime Inspection of Ukraine. They are aimed at improving the technical skills and professional competencies in compliance with the Resolutions 7, 8, 9, 10 of the STCW Convention 78 as amended in 2010.

The peculiar feature of the Maritime Academy which makes it different from other structural components of the academic is that it provides opportunities for obtaining and advancement of the professional qualification as well as for the scientific research and the possibility to obtain scientific degrees of PhD and Doctor of Science. The department of postgraduate and doctoral studies of KSMA coordinates the scientific and research activity of all the structural elements of the academic complex and also coordinates the activity of the Specialized academic council.

Generally speaking, the activity of the unified academic complex «Professional Maritime Lyceum – Specialized Maritime College – Kherson State Maritime Academy» is grounded on the principles of variability, unity, integrity, succession. The academic complex suggests various but closely interrelated forms, curricula, syllabi and specialties of education which comply with variable interests, possibilities and needs of students. They also enable the personal fulfillment, self-improvement and provide for the necessary conditions to exploit the potential of each student.

By means of the academic complex the system of the leveled professional training has been implemented which includes both fundamental training in full-time educational establishments and optional training at the various courses for those who already work and require specific conditions, forms and objectives to be achieved. Nevertheless, the academic activity of all these elements is thoroughly coordinated and is based on the principle of collaboration. The succession of the academic content at each stage of the leveled professional training and/or in different types of the educational establishments is achieved by the introduction of certain correlations in objectives, methods, means, organizational forms of teaching-learning process. This enables the modeling of each next stage with the regard to what has been studied before and accounting for the experience received by students in the Lyceum first, then in College and finally in Academy providing, in such a way, the adaptation of students to the conditions of the education at each next stage [4, 671].

Coherence and succession of syllabi, the development of the unified curricula provide for the content integration of the academic activity within the academic complex while the organizational integration allows for the certain level of the administrative independence of each structural element of the complex but at the same time remaining clear and thorough system of subordination and reporting thus enabling the adequate management of the academic complex as a unified establishment. In other words, it is not possible to create a unified system by simply adding individual elements (sub-systems) together because it is crucial to consider the emergent peculiarities of the whole system it is requires to get as a result. Only under such a condition it is possible to achieve the new desirable features and peculiarities of the continuous professional training system [2, 103].

So, we claim that the integration of the educational establishments of different types into a unified academic complex allows for the creation of the integral continuous professional training system and thus can be considered to be a significant step towards the system development and improvement. The role of professional lyceums and specialized colleges as the elements of continuous professional training system enables the realization of the integrated curricula of elementary, secondary and high levels of professional education, provides for the interrelation and correlation of all stages of professional training of future specialists and, thus, guarantees the efficient professional training of highly qualified and competitive personnel for the world-wide employment market.

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