

and show their personal qualities, such as the ability to demonstrate the level of vision of the professional situation, the level of Maritime English, etc. have been revealed.

Successive steps of work on the content of the case on a maritime topic and effective work factors, which depend on the quality of the case itself, the level of professional training of the students and the teacher's readiness are formulated. The types of the cases that should be used in Maritime English teaching are considered. The definition of the case on maritime topic as a single information complex; as a description of events that contains a specific problem situation that needs to be discussed and to have a reasoned solution has been given.

The case method as an interactive method of teaching, a method of situation analysis, which allows to bring the learning process closer to the real professional activity of marine professionals has been characterized.

Key words: case, case method, professional training, Maritime English, future marine specialists, practical lesson, teacher, skills.

Дата надходження статті: 04.11.2021 р.

Рецензент: доктор педагогічних наук, доцент Рябуха І. М.

UDC 377.1

DOI <https://doi.org/10.37915/pa.vi50.313>

Penza I. V.;

orcid.org/0000-0002-8984-188X

TEACHING MODULE SHIPBOARD INSPECTIONS IN MARITIME ENGLISH COURSE FOR MASTER'S DEGREE NAVIGATION FACULTY STUDENTS

The article is devoted to the problem of teaching module Shipboard Inspections in Maritime English course for master's degree navigation faculty students. It is stated that the module is studied by future masters in the second semester being a part of a student's book Extramiler. As Maritime English syllabus is compiled in accordance with STCW requirements, professional materials suggested in the module are intertwined with grammar and vocabulary items to make students able to speak on professional issues, demonstrating English language proficiency required. Teaching Shipboard Inspections should be organized in accordance with the communicative approach and active learning strategies. The module contains two sections: Know it and Do it. Section Know it comprises 3 parts: Part A What do shipboard inspections check?, Part B What inspection documents should you be aware of? and Part C What types of surveys can your ship undergo? Do it is a part providing the case to summarize knowledge on the module studied. Each part is aimed to achieve certain skill, altogether they are grouped around essential competency: to make students able to describe shipboard inspections and surveys procedures, their requirements and documents referring to them. Part A includes general overview of inspections, descriptions of Port State Control, Flag State Control, internal and external audits procedures and requirements. Part B contains the abstracts from different inspection documents, guidelines for masters, reports on inspections conducted, that include the deficiencies revealed, and checklists. Part C is aimed at familiarization with the types of surveys, their purpose and frequency. The module is enriched with cases adapted by the author that are a source of authentic information to form critical thinking, integrate various language skills and generate own ideas.

Key words: module, Shipboard Inspections, Maritime English, master's degree, navigation faculty students, teaching, part, topic.

The statement of the issue. English is considered to be vitally important for seafarers working in multinational and multilingual crew, delivering cargo worldwide. Being a marine specialist it is necessary to be able to speak English at operational or managerial level depending on position occupied on a ship. Analysis of the STCW Code proves that navigators need to use English language, both written and spoken, for the communication of information relevant to safety of life at sea. Moreover transmission and reception of communications should comply with international regulations and procedures and be carried out efficiently and effectively [5, p. 186].

Teaching maritime English to future navigators in Kherson State Maritime Academy is performed in accordance with requirements of IMO Model Course 3.17 and on the basis of communicative approach and active learning techniques. Taking into account digitalization prevailing in all spheres nowadays, teaching English to navigators requires use of blended learning. Maritime English syllabus is compiled in accordance with STCW requirements depending on skills students might demonstrate at each career ladder stage. In such a way professional topics intertwined with grammar and vocabulary items are studied in concession from basic to more sophisticated ones.

The analysis of relevant research. Effective approaches of Maritime English teaching have been studied by many Ukrainian scientists, such as S. Barsuk, O. Fedorova, O. Frolova, V. Kudryavtseva, U. Liashenko, O. Makarova, I. Riabukha, V. Smelikova and others as well as foreign ones M. Borucinsky, C. Chirea-Ungureanu, M. Dževerdanović Pejović, I. Semeniuk Zumrutdal and others. A lot of scientific contributions have been made in the field of teaching specialized topics in Maritime English, different methodologies have been suggested and practically implemented. However teaching Maritime English to master's degree students is always up to date and requires fresh views and ideas.

The purpose of the article is to suggest methodology of teaching module Shipboard Inspections in Maritime English course for master's degree navigation faculty students.

The body of the research. Quite valuable are the research outcomes in implementation of active learning strategies in Maritime English training suggested by S. Barsuk, O. Frolova, V. Kudryavtseva. We share scientists' point of view regarding the necessity of personalized learning, self-correction and self-assessment, importance of pair and group work for better communication skills development [4]. Moreover, our study module Shipboard Inspections is developed in accordance with a unified structure, described by the authors: module is grouped around essential competency and each part of it contains reading, listening, speaking and writing sections. As the authors state, activities elaborated present opportunities ' for developing all levels of cognitive thinking going from lower levels (understanding, remembering, applying) up to higher ones (analyzing, assessing, and creating), the latter presenting active learning strategies' [4, p. 231-232].

Shipboard Inspections is one of study modules in a student's book ExtraMiler, developed for navigation students that obtain master's degree. ExtraMiler contains 9 modules: Pre-Arrival Procedure, Risk Assessment, Cargo Paperwork, Cargo Damages, Shipboard Inspections, SAR Operations, Investigation of Marine Accidents, Security Procedures, Anti-Piracy Protection [3]. Our module Shipboard Inspections is studied in the second semester and covers 3 parts: *Part A What do shipboard inspections check?*, *Part B What inspection documents should you be aware of?* and newly developed part that will be published in 2022 edition – *Part C What types of surveys can your ship undergo?* According to student's book structure each module consists of 2 sections: *Know it*, which contains all the above mentioned parts, and *Do it* – the part providing the case to summarize knowledge on the module studied.

The essential competency of the module is to be able to describe shipboard inspections and surveys procedures, their requirements and documents referring to them. Part A is aimed

at gaining skills to describe inspections conducted onboard and their requirements, Part B teaches to characterize documents that give guidelines on how to get ready for inspections and those reporting on their conduct and Part C provides knowledge on guidelines concerning ship surveys. Each part contributes to essential competency.

To get students focused on the topic, make them share own experience and recall on memories from past voyages there is a little introductory activity starting the module. Students study the table with the list of surveys, classification inspections, flag inspections and audits and discuss which of them they are familiar with and what actually they are aimed at.

Part A contains reading section with information on inspections and surveys, language study representing conditionals and productive section 'Speaking' with the task to suggest own ideas on what would be possible to improve in inspections and surveys. Students are to use conditionals practising their speaking skills.

After general overview of inspection types the next topic is Port State Control (PSC). Here reading sections introduce general description of Port State Control adapted from wikipedia and the abstract from Paris MoU exemplifying what checks initial and expanded PSC inspections include. Language study suggests revision of vocabulary items mentioned in the first text. It is important that together with theoretical information students are given a pre-reading task based on practical experience: they discuss and rate frequent detainable deficiencies from the most to the least common. Such task provides more opportunities for practising critical thinking and communication skills especially with students that already have experience of shipboard training. Tasks starting with the word 'discuss' are recommended to be completed in pairs or groups.

In order to develop critical thinking and decision-making skills we also suggest considering cases. For instance in the topic Port State Control there are two cases adapted from the original reports submitted to Confidential Hazardous Incident Reporting Programme (CHIRP) Maritime. The reports mentioned, describe the deficiencies concerning anchoring equipment, wrong radar settings and non-compliant pilot ladders design, but we realize that such list can be much longer.

We support the opinion of V. Kudryavtseva that case study is much more actual than technical texts due to the description of a practical problem. Case analysis requires application of students' knowledge and personal view on the issue as there is no predicted answer [1]. In view of a communicative approach it is a valuable tool to make students brainstorm, elaborate new plans based on understanding the chain of misdoings and lessons learnt. Application of the methodology described fosters 'students learn different ways of integrating information, learn how to make their own thoughts based on understanding different experiences and ideas, make conclusions and logical chains of evidence, express their thoughts clearly, confidently and correctly' [2, p. 127].

Each vessel is registered under Flag State which enforces certain regulations and conducts inspections to ensure that the vessel meets them. The topic Flag State in the module delivers information on this theme and according to original authors' idea that ExtraMiler is a vessel sailing under Liberian flag, we study the abstracts from 'National administration requirements. Liberia'. These abstracts are devoted to the description of statutory certificates issued by the Flag State. For language study Passive and modal verbs in Passive are revised. In speaking section the author makes attempts to personalize the task, students read seven statements, tick those that apply to them and after talk about advantages and disadvantages of the situations given.

Except PSC and Flag State inspections vessels have different audits conducted, so the next topic in the module is called "Audits". Future masters study the details about internal

and external audits, analyze the case from ‘ In command’ by Captain M. Lloyd, watch the video about inspection steps. The task similar to some previous that described the deficiencies is given, but this time there are the photos demonstrating deficiencies which students match with their names. Then they read little abstracts about deficiencies discussed, which are narrated on behalf of ExtraMiler crewmembers. The last task of Part A is a summarizing one and is aimed at checking whether the essential skill of the part has been obtained. Students decide what inspection is conducted and in the dialogue elicit its requirements:

Role-play the conversation between Captain Nymoshyn and Inspector. Reveal the deficiencies and explain what requirements are not followed.

Inspector: *I would like to see the charts and nautical publications. When did you update them last time?*

Captain: *Here you are, sir. Second Officer has checked everything several days ago...*

Inspector: *Yes, but the tide tables are out-of-date...*

Also there are useful words, phrases and abbreviations after each module part.

Part B What inspection documents should you be aware of? is aimed to study the documents completed during inspections, but we do not study only documents themselves, the suggestion is to do it together with learning some more inspections’ requirements. For example, the topic is started with the texts about safety inspections requirements – for student A and procedures – for student B. They read, highlight the main points and then exchange data in pairs. The texts are followed by post-reading exercises and language study for vocabulary practice. The next theoretical material is safety inspections guidance for masters and an example of the document is an abstract from a report on safety inspection. The report comprises deficiencies and recommendations, information on ship statutory certificates and their expiry dates, publications like International Code of Signals, SOPEP, Oil Record Book and others that might be kept onboard, their number and expiry date marked in the inspection report, also seafarers’ flag documentation, medicine chest and medical publications and crew accommodations. These are items checked in accordance with International Maritime Organization Conventions. Studying the document, students fill in the gaps with the missing words, then insert the deficiencies on behalf of inspector and finally role-play the dialogue on the issues inserted, between captain and inspector.

Audit & Inspection Application Form is also represented in Part B. There are items on International Ship and Port Facility Security Code, Safety Management System, Maritime Labour Convention. Students study the document and answer the questions, after they have to conduct a briefing on items to be ready prior to audit. Part B also introduces the guidance to ensure positive Port State Control inspections and pre-arrival compliance checklist from Liberia maritime authorities. At the end of Part B a simulation task is suggested: *you are Designated Person Ashore, you have to ensure compliance with all applicable international conventions. Brief crewmembers on forthcoming shipboard inspections procedures and their requirements. Check if they are aware of their responsibilities.*

In Part C we provide learning material about ship surveys. Firstly, there is a question for students: what is the difference between inspection and survey? The suggested answer is that an inspection is limited in scope when a survey is far more detailed. Then students read the texts – quick guide to survey preparation and about types of surveys. As a post-reading task it is suggested to explain similarities and differences between the surveys, grouped into pairs. To provide personalized learning the cases adapted from CHIRP are suggested. Students read case A or B, complete the table, then report in pairs their case details to fill in the whole table and make observations on behalf of CHIRP that analyzed reports of a seafarer. Questions in the table elicit the main content: surveys mentioned, their frequency, author’s suggestions. The cases we’ve chosen from CHIRP for the module Shipboard Inspections represent safety-

related reports from seafarers that preferred to keep own identities confidential, describing the problem that occurred on the ship. Certainly, the reports selected provide information associated with surveys. The rest of Part C topics are devoted to certain survey types: initial, annual and intermediate, periodical. The topic Initial survey contains an abstract from Agreement on Initial Survey and Classification of Ship. There are the following parts: subject of agreement, general provisions, responsibilities of the parties. In speaking for this topic there is a problem-solving task, students are given a situation illustrated with the picture:

You've successfully passed the initial survey a year ago. During the voyage damage to the stem and bulbous bow occurs.

1. *Is it safe to to continue the voyage?*
2. *If this happened to your ship, what would you do, who would you contact and who would you notify?*

And after a contentious task students are encouraged to summarize the information on initial surveys using the plan. As annual and intermediate surveys have a lot in common, they are studied together in one topic. We give two texts describing them, where students highlight the differences. For freer practice the case about lack of safety is suggested with post-reading tasks like: discuss the questions, summarize the case using the prompts, write true-false statements and quiz other students.

Periodical surveys represent the last topic studied in Part C. Similar to previous tasks there is one to compare intermediate and periodical surveys. The case about lifeboat/rescue boat surveys is recommended for freer practice. And the final speaking task of Part C, aimed to check the skill mentioned at the beginning is to conduct a briefing on types of ship surveys using the plan.

After section *Know it* there is a section *Do it* with a case to analyze. It is separated from the main section and should be discussed during the whole lesson where teacher assesses students' answers. They can get maximum 5 points for post-reading tasks completion which represent questions on understanding facts, making assumptions, generating and evaluating alternatives and implementing a successful plan of passing inspections. We follow the structured questions, developed by V. Kudryavtseva [1, p. 172–173], omitting some question types that refer to maritime accident reports, as our case represents an inspection conducted, but not an accident. Task 5 is a written one: students fill in the report of inspection form with the deficiencies from the case, adding some more that they can guess. Along with getting points for reading students pass oral competency which encompasses all module topics and Stop & Check test on Moodle platform.

Conclusions. Teaching module Shipboard Inspections in Maritime English course for master's degree navigation faculty students is organized in accordance with the communicative approach and active learning strategies. The module comprises professional themes represented in reading, viewing and language study tasks aimed to make students able to speak on the topic. Individual, pair and group work can be used depending on the task type. The module is enriched with cases as a source of authentic information to form critical thinking, integrate various language skills and make students generate own ideas. Abstracts from the documents related to inspections are used to make students aware of paperwork required.

The prospects of the further research can include reconsidering the module structure to divide its parts into separate lessons that can significantly simplify teacher's preparation.

Список використаних джерел:

1. Кудрявцева В. Ф. Практика використання кейс-методу у вивченні англійської мови в морському навчальному закладі. *Педагогічний альманах: Збірник наукових праць / редкол.*

- В. В. Кузьменко (голова) та ін. Херсон: КВНЗ «Херсонська академія неперервної освіти», 2012. Випуск 14. С. 169–175.
2. Макарова О. А. Розвиток критичного мислення як активний метод навчання англійської мови (на прикладі підготовки студентів закладів вищої освіти морського спрямування). *Молодий вчений: науковий журнал*. Херсон. 2020. № 2 (78). С. 127–130.
 3. ExtraMiler: coursebook / [S. Barsuk, N. Bobrysheva, M. Ishchenko, V. Kudryavtseva, I. Kulikova, L. Lipshyts, O. Moroz, I. Penza, V. Smelikova]. Kherson : KSMA Science Park "Maritime Industry Innovations" Ltd, 2021. 346 p.: English.
 4. Kudryavtseva V., Barsuk S., Frolova O. Active Learning Strategies in Maritime English Training. *Proceedings of the International Association of Maritime Universities (IAMU) Conference (26–28 October, 2021)*. Alexandria: Arab Academy for Science, Technology and Maritime Transport. P. 229–238.
 5. STCW Convention. International Convention on Standards of Training, Certification and Watchkeeping for seafarers including 2010 Manila amendments. Consolidated edition (2017). International Maritime Organization. London.

References:

1. Kudryavtseva, V. F. (2012). Praktyka vykorystannia keis-metodu u vyvchenni anhliiskoi movy v morskomu navchalnomu zakladi [Practice of using of case method in teaching English at maritime training institution]. *Pedahohichnyi almanakh*, 14, 169–175 [in Ukrainian].
2. Makarova, O. A. (2020). Rozvytok krytychnoho myslennia yak aktyvnyi metod navchannia anhliiskoi movy (naprykladi pidhotovky studentiv zakladiv vyshchoi osvity morskoho spriamuvannia) [Development of critical thinking as an active method of teaching English (the case study of teaching the students of maritime universities)]. *Naukovyi zhurnal «Molodyi vchenyi»*, 2 (78), 127–130 [in Ukrainian].
3. Barsuk, S., Bobrysheva, N., Ishchenko, M., Kudryavtseva, V., Kulikova, I., Lipshyts, L., Moroz, O., Penza, I., & Smelikova, V. (2021). *Extramiler: coursebook*. Kherson: KSMA Science Park "Maritime Industry Innovations" Ltd [in English].
4. Kudryavtseva, V., Barsuk, S., & Frolova, O. (2021). Active Learning Strategies in Maritime English Training, *Proceedings of the International Association of Maritime Universities (IAMU) Conference*. Alexandria [in English].
5. STCW Convention. International Convention on Standards of Training, Certification and Watchkeeping for seafarers including 2010 Manila amendments. Consolidated edition (2017). International Maritime Organization. London [in English].

Пенза І. В.,
orcid.org/0000-0002-8984-188X

ВИКЛАДАННЯ МОДУЛЯ SHIPBOARD INSPECTIONS НА КУРСІ МОРСЬКОЇ АНГЛІЙСЬКОЇ МОВИ ДЛЯ СТУДЕНТІВ МАГІСТРАТУРИ ФАКУЛЬТЕТУ СУДНОВОДІННЯ

Стаття присвячена проблемі викладання модуля *Shipboard Inspections* на курсі морської англійської мови для студентів магістратури факультету судноводіння. Зазначається, що модуль вивчається майбутніми магістрами у другому семестрі та є частиною навчального посібника *Extramiler*. Оскільки навчальну програму морської англійської мови укладено відповідно до вимог STCW, професійні матеріали, запропоновані в модулі, переплітаються з граматиною та лексикою, щоб студенти могли висловлюватись з професійних питань, демонструючи необхідне знання англійської мови. Вивчення суднових інспекцій має бути організовано відповідно до комунікативного підходу та стратегій активного навчання. Модуль містить два розділи: «Знай це» та «Зроби це». Розділ «Знай це» складається з 3 частин: Частина А Що перевіряють суднові інспекції?, Частина В Про які інспекційні документи слід знати? і Частина С Які види оглядів може проходити ваше судно? *Do it* — частина, яка надає кейс для узагальнення знань щодо вивченого модуля. Кожна частина

спрямована на досягнення певних навичок, загалом вони згруповані навколо основної компетенції: вміти описувати процедури інспекцій та оглядів на судні, їхні вимоги та документи. Частина А включає загальний огляд інспекцій, описи портового контролю, контролю держави прапора, внутрішніх і зовнішніх аудитів і вимог. Частина Б містить витяги з різних інспекційних документів, рекомендації для капітанів, звіти про проведені перевірки, які містять виявлені недоліки, чек-листи. Частина С спрямована на ознайомлення з видами оглядів, їх метою та періодичністю. Кожна тема зазначеної частини містить тексти-рапорти з сайту *Chirp Maritime*. Загалом модуль збагачений адаптованими автором кейсами, які є джерелом автентичної інформації для формування критичного мислення, інтеграції різноманітних мовних навичок та генерування власних ідей.

Ключові слова: модуль, суднові інспекції, морська англійська мова, магістр, студенти факультету судноводіння, викладання, частина, тема.

Дата надходження статті: 19.10.2021 р.

Рецензент: доктор педагогічних наук, доцент Рябуха І. М.

UDC 378.016:811.111

DOI <https://doi.org/10.37915/pa.vi50.314>

Sovach K. O.*,

orcid.org/0000-0002-8376-7623

SOME TIPS TO TEACHERS OF HIGHER EDUCATION AS FOR NON-PHILOLOGICAL STUDENTS GRAMMATICAL COMPETENCY FORMATION (CASE STUDY OF MODAL VERBS)

An important aspect of training students of a non-philological specialty is the formation of foreign language communicative competence. Successful development of the latter is impossible without the formation of all its basic components, one of which is grammatical competency as knowledge of grammatical elements of language and the ability to use them in communication, on the one hand, and connections and patterns established between grammatical phenomena and concepts they express, on the other hand.

The article highlights eight tips for teachers as for the formation and improvement of grammatical competency of students of non-philological specialties on the grammatical topic "Modal verbs" in classes of the subject "Foreign language (English)". The main focus is on the step-by-step recommendations of teaching modal verbs as speech units expressing the speaker's subjective attitude to what he is saying.

The following tips are outlined: analysis of the theoretical and practical content of the basic textbook, according to which the topic "Modal Verbs" is taught; establishing feedback through the involvement of students in clarifying the essence of modality in general; introduction of grammatical material through the definition of dominant modal verbs, semi-modal verbs and other verbs denoting modality; illustration of the easiest way to study modal verbs; outlining the typical mistakes that students often make while studying this topic (here the teacher also illustrates the key features of modal verbs); comparison of means expressing modality in Ukrainian and English with an emphasis on different shades of expression of duty or obligation; differentiation between modal verbs of low and high modality; focusing on the triad – modal verb, tense and time reference.

*© Sovach K. O.