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TRENDS IN THE DEVELOPMENT OF FOREIGN LANGUAGE EDUCATION IN THE CONTEXT OF TRAINING OF FUTURE NAVIGATORS



Iryna Shvetsova

Kherson State Maritime Academy, Ukraine

Associate Professor of English Language

Department for Deck Officers

Candidate of Pedagogical Sciences

e-mail: isvecova581@gmail.com

<https://orcid.org/0000-0002-6801-5204>

Annotation. This paper explores the peculiarities of the main trends in the development of foreign language education in the context of training future navigators. **The research reveals** the pedagogical conditions for the integration development of foreign language communicative competence of future navigators. The study has outlined the innovative pedagogical technologies, to ensure the formation of communicative abilities in professional activities, namely the ability to effectively participate in intercultural communication. The article is concerned with knowledge and command of a foreign language is becoming one of the important requirements for professionals in the modern labor market and is one of the components of professional competence. The paper concentrates on the development of foreign language education, in the context of future navigators training, is organized in accordance with the following principles of the educational process: the sequence of presentation of meaningful material in the educational activities cadets; the determinative principle of the foreign language education development is the communicative orientation of the course in the field of training; the principle of interaction between teacher and cadet in the development of foreign language education; the didactically reasonable usage of innovative technologies and the implementation of active learning technologies. It has been found that not only their own special knowledge, skills and abilities, but also the developments of cultural competencies are important in the seafarers' work, in the structure of which the formation of foreign language competence is especially important in terms of growing professional mobility. In the course of the study, the main trends in the development of foreign language education in the context of training future sailors were identified and tested on the basis of different approaches. The paper touches upon the issue of a complex of innovative pedagogical technologies that

ensure the formation of communication skills in professional activity. The specific task of this study is to describe the pedagogical conditions for the integration development of the foreign language communicative competence of future seafarers. **The relevance of the study is determined** by the importance of further generalization of theoretical provisions and methodological experience in the formation of the competencies of future specialists, which can become the basis for qualified educational innovations in vocational education.

Key words: foreign language education, training of navigators, organizational and pedagogical principles, study of foreign languages, English for professional purposes.

1. Introduction

Socio-economic changes in Ukraine contribute to the reconsideration of the requirements for the level of education and training of cadets of maritime institutions in the higher education system. The tasks performed by seafarers require them to acquire professionally significant qualities and a high level of proficiency in a foreign language. Improvement of technologies, development of international cooperation puts before the system of higher maritime education the task of providing professional training of specialists capable of carrying out foreign language communication with foreign representatives.

The actuality of the topic is the current trends in reforming the higher education system of Ukraine and improving the quality of foreign language proficiency as an important component of the professional development of future sailors. The issue of training a competent specialist is defined in state documents on education: "National Development Strategy of Ukraine for the period up to 2021", "Law of Ukraine" On Higher Education ", State Standards of Education, etc. The formation of foreign language education is carried out under the influence of European integration processes and major achievements of European countries, taking into account such documents of the Council of Europe as "Common European Recommendations on Language Education: Study, Teaching, Assessment" (2002), "Conducting language exams in accordance with the Common European Framework of Reference for Languages" and requirements for European exams.

Modern education is designed to provide training for a competent specialist who has the qualities, knowledge and skills that determine his competitiveness in the labor market and motivation for professional development throughout life. Taking into account the actuality of the development of foreign language education in the context of future navigators' trainings, it is necessary to find new ways and implement them. Thus, it is essential to introduce a set of innovative pedagogical technologies, to ensure the formation of communicative abilities in professional activities, namely the ability to effectively participate in intercultural business communication.

The actuality of the research is determined by the importance of further generalization of theoretical provisions and methodological experience in the formation of competencies of future professionals, which can be the basis of qualified educational innovations in professional education. Not only their own special knowledge, skills and abilities, but also the developments of cultural competencies are important in the seafarers' work, in the structure of which the formation of foreign language competence is especially important in terms of growing professional mobility.

2. Theoretical review

Under the STCW Convention, all officers in charge of a watch must have a good command of spoken and written English. Senior officers with functions at a managerial level must also speak and write English, since this is a requirement at the previous level of responsibility. Ratings forming part of a navigational watch are required to be able to comply with helm orders issued in English. Crewmembers should be able to communicate safety-related issues in English or in the language spoken by the personnel on board. In these days of multi-national and multilingual crews, the importance of sharing a common language cannot be underestimated. The concept underlying the specific requirements of the STCW Code is that seafarers should be able to use English for professional purposes.

The ideas of professional competence of the future specialist in modern education are reflected in the research of many scientists. Analysis of current trends in foreign language education shows that the actualizations of various aspects of the problem of foreign language training are conducted by both native and foreign scientists. The place and role of foreign language communicative competence in the system of basic competencies of students of physical and technical specialties is studied by G.V. Tsepilova (2014). The reforming of foreign language education in Ukraine from the viewpoint of Euro integration is analyzed by L.O. Hgyshkova (2007). Formation of professional competence of students with the use of key educational competencies in the process of continuous learning of a foreign language in a non-language university studies L.T. Rudometova (2013). The study of foreign experience of teaching and learning foreign languages requires further consideration. At the present stage of development of international relations, and in connection with the expansion of spheres in public life, politics, economics, culture, more and more representatives of various professional communities are involved in the communication process. Analysis of research has shown that knowledge and proficiency in a foreign language is becoming one of the important requirements for professionals in today's labor market, and is one of the components of professional competence.

Research analysis shows that foreign language training of students needs modernization, which includes the following changes in the educational paradigm: teacher training, development of appropriate pedagogical principles (such principles for foreign language training of future professionals include: introduction of new approaches to foreign language learning); creating an appropriate educational environment; development of students' cognitive independence; formation of self-educational competence of students.

2.1 The research methodology.

The key to successful implementation of course in Maritime English is an understanding of the aims and principles of communicative teaching and learning processes, combined with thorough preparation. The development of foreign language education, in the context of future navigators training, is organized in accordance with the following principles of the educational process:

1. The sequence of presentation of meaningful material in the educational activities of cadets, which is reflected in the curricula of the following disciplines "English for Specific Purposes" and presented in detail in the educational and methodological materials of the course. Within this principle, the teachers of the department have prepared and introduced into educational process their teaching aids corresponding to each semester and course. The choice of the content of education is carried out taking into account the major subjects, as well as practical professional work of specialists of the relevant major subject through its functions, problems, tasks. The structure of the content of teaching a foreign language includes functional aspect (situations of professional communication); subject aspect (linguistic means that characterize special lexical material, socio-cultural component of foreign language competence). The most important unit of choosing the content of the educational process is the productive aspect (competencies that provide adequate communicative professional behavior of the specialist). Thus, the pedagogical conditions for the integration development of foreign language communicative competence of future navigators are: professionalization of training topics in accordance with the training program and the content of disciplines of the interdisciplinary professional module; the teacher of a foreign language has a basic minimum of knowledge in the disciplines on the basis of which the preparation of future navigators is conducted; organization of the educational process in accordance with the stages of formation of integrated foreign language professional and communicative competence of navigators using appropriate educational tasks; development and usage of educational and methodical materials for integration development of foreign language competencies. Language tasks are used at any stage of a lesson for one or all of the following purposes: to let trainees practise new language in a semi-controlled

way, to revise new or existing language freely, to give practice in one or more of the communication skills, to create as natural a context as possible. Thus, many of tasks are based on the “ Real life communication “, which is usually based on the need to exchange information. For example, the OOW may give the order for course to be steered by compass; the Helmsman may respond to OOW. It can be role-play a job interview: the Crewing Manager and looking for the position of engine cadets. The crewing manager interviews the applications on their knowledge of professional duties to choose the best applicant.

2. The determinative principle of the foreign language education development is the communicative orientation of the course in the field of training. The logic of the process of competencies integration involves the stage of updating linguistic and professional knowledge (preparatory exercises are mainly of a reproductive nature, the integration of competencies is carried out through the transfer of professional content in a new, foreign language form); artificially communicative stage (exercises of reproductive-productive and constructive character, integration occurs through attraction of professional knowledge and their enrichment due to the usage of didactic support); and professional-communicative stage (integration takes place through imitation of real professional communication between future navigators). The formation of self-motivation to learn a foreign language may be influenced by elements that simulate future professional activities. These include, for example, situations of foreign language professional communication, documentation management, completion of professional letters, discussion, writing reports on relevant professional situations etc. The key feature of learning is that students need to use language for realistic functions (e.g. asking; discussing) and for realistic purposes (e.g. problem solving, finding out information; exchanging opinions). While actively using English for tasks, students can acquire language from each other and also practise communicating in a social context.

3. The principle of interaction between teacher and cadet in the development of foreign language education, which is aimed on the achievement of the practical goal of learning, the formation of students' professional and conceptual specifics of the future profession of navigator. Effective interaction between teacher and cadet involves the formation of motivational and holistic aspect of their consciousness, i.e. an individual psychological and professional quality, which contributes to the formation of a professional personality. Based on the fact that the learning process is realized primarily through the subject-subject interaction of its participants, equal work between teacher and cadet, it is important to choose approaches that would create a positive psychological

atmosphere, as well as have an attitude to successful completion of the task and avoidance of difficulties in the course of communicative foreign language learning. This approach provides students with some freedom of action in solving problematic speech and thinking problems, which stimulates their creativity and ingenuity necessary for future professional tasks, the ability to solve vital issues. The Communicative Approach is a student-centred approach that encourages active learning via student involvement. Students are encouraged to think about and experiment with language, with the teacher providing guidance and encouragement. Teachers can assist students to become aware of their personal learning by encouraging students to reflect upon their own progress on a regular basis. The main ways in which the teachers encourage this kind of independence and develop the learner's approach to learning are: involving the student in the planning of the course, encouraging self-correction and assessment, raising awareness of personal goals. The subject-subject approach in the active learning of professional marine English provides opportunities for students to see and feel the result of their work by creating a system of continuous feedback between teacher and students. Motivational and professional aspect, as the need and desire to learn a foreign language specialty; ideas about the spheres of professional communication, typical situations of foreign language communication; awareness of opportunities for professional development and career growth; readiness to pursue professional activities at the international level.

4. For the effective development of foreign language education, in the context of future navigators training, the decisive factor is the didactically reasonable usage of innovative technologies and the implementation of active learning technologies. Modernization of foreign language training of future specialists involves not only focusing on new educational standards, but also on completion of one of the most important tasks of modern education – not only to transfer the necessary amount of knowledge to the student, but to teach the latter to use them effectively in professional and social activities. Such demands require new approaches to the training of future professionals.

In order for students to achieve the required level of competence, an English teacher responsible for teaching Specialized Maritime English must implement an effective approach. To help instructors achieve this aim, the Communicative Approach should be selected as the principal means of instruction and student learning in combination at times with other approaches.

In reference to the IMO model course on Maritime English, the underlying practice of the Communicative Approach is based on: language as a practical

tool of communication; student-centred teaching; English taught through English; students learning by active involvement; learning tasks reflecting real life communication. Teachers' competencies in Maritime English are also highly required. Maritime English teachers practice Communicative Language Teaching (CLT), Content Based Instruction (CBI) and Task based language teaching (TBLT). The integration of language form and professional content is solved in context of such approaches as Content-Based Language Instruction and Content and Language Integrated Learning (CLIL).

The effectiveness of the implementation of active learning technologies is possible with the introduction of blended learning (Blended Learning). During the analysis of the methodological aspect of blended learning and its implementation in the teaching English for professional purposes, it was found that such organization of learning has a number of advantages, in particular with the help of electronic resources at a convenient time for students to acquire new knowledge. During the lessons communication with the teacher and classmates, discussions, seminars in the form of electronic forums are provided to practice new skills. The opinion that blended learning takes into account the individual characteristics of students in the perception and processing of educational material, choosing the pace of learning material, etc. has been substantiated. We have chosen the technological aspect of the implementation of e-learning, which includes a learning management system, which is implemented through the Moodle platform, providing access to the educational process through the connection of the learning process participants to learning materials, forums and more.

Therefore, one of the important factors in the development of higher professional education is the introduction of modern technologies in foreign language teaching, increasing students' motivation to learn marine English and promoting their quality training, which is possible with consistent practical application of competency approach through the introduction of new active learning technologies.

Based on the need of realization of distance learning provoked by the COVID-19 pandemic situation the attempt was taken to develop the on-line course in Maritime English which is corroborated with the face-to-face traditional classroom learning and, in such away, is an example of the blended learning approach practical implementation. The described course is designed for the students who study Maritime English at Kherson State Maritime Academy. The online course is conducted through learning management system Moodle, which offers the on-line support of the learning process. The on-line component of the course deals with both theoretical issues (professionally-related information in

the forms of texts, videos, presentations or useful links) and practical ones (by means of language training activities, chats, forums, assignments). Each course is assessed by means of on-line computerized tests (Stop & Checks) and face-to-face teacher-student interaction. In general, the use of electronic learning resource can actually enable the creation of interactive learning environment and contribute to the effectiveness of Maritime English teaching. The implementation of blended learning while teaching Maritime English has proved to be an effective approach which allows for the effective formation and development of professionally-oriented communicative competency of future seafarers. Through Moodle, teachers have also used various technology teaching techniques to help their students engage in numerous learning contents such as Maritime English language and to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level. This research result shows that acceptance of Moodle and flipped learning implementation can promote students' Maritime English communicative competence. The tasks for the implementation of blended learning are proposed on the Moodle platform for students of marine educational establishments of navigation department and allow using learning material wider at all stages of educational process and thus can effectively be used for estimating the results. Moodle greatly contribute to the development of the level of students' motivation and improvement of English language proficiency. The technological aspect of the implementation of e-learning includes an educational management system implemented by the Moodle platform, and provides access to the educational process through connecting the participants of the educational process to teaching materials, forums, etc. It has confirmed the idea that blended learning takes into account personal qualities of students in the perception and adaptation of educational material, as well as the choice of the pace of learning material. The analysis of the data clearly indicates that blended learning contributes to the formation of a variety of training courses in the learning process.

The research identified and tested the main trends in the development of foreign language education in the context of training future navigators based on the following approaches:

- Formation of foreign language communicative competence of students on the basis of professionalization of the training content: professionally oriented approach to modeling of the content of foreign language training;
- Combination of communicative approach with elements of project and integrated learning;
- Formation of competencies that determine the readiness of the graduate for foreign language professional communication;

- Practice communication skills during reading, speaking, listening and writing;
- Development of students' self-study skills during foreign language training;
- Development of an educational and methodical complex on foreign languages, taking into account the specifics of the future specialty, the nature of connections and relations of elements of professional training;

- Selection of the content of didactic material for independent work in accordance with the goals of foreign language training of students in the specialty.

It is investigated that the usage of modern technical means makes learning more effective and allows using more widely the potential of educational material at all stages of cognitive activity of students and evaluation of their results.

Foreign language competence is the integrative ability of the individual, which consists in a set of knowledge about information and communication technologies and willingness to use them to solve educational and professional problems by language; in the ability to analyze and systematize in their professional activities administrative, regulatory, financial documents in a foreign language, as well as to carry out oral and written communication, negotiations and other organizational activities in accordance with the national and cultural characteristics of another linguistic society; in the ability to analyze the results of their work and determine for themselves a set of measures for further improvement of professional language skills.

Thus, at each stage of work the teachers of the department finalize and publish innovative educational and methodical complexes, on the basis of which the training of future specialists continues taking into account new professional international standards aimed at objective assessment of foreign language education of future graduates. Given the guiding and facilitating role of a professional English teacher, it facilitates the transition of educational activities to the context of one's own work. The implementation of such professional activities was effectively carried out due to the mobility of teachers, professional training courses of the academy, gaining experience through participation in advanced training in native and foreign universities, training and international exams that confirm the level of language proficiency and ability to teach in a new professional level.

The development of foreign language education is effective in the implementation of competency-based professional activities aimed at the communicative ability of the future specialist to participate in situations of intercultural professional communication, in accordance with the direction of activity.

The pedagogical conditions for the integration development of foreign language communicative competence of future navigators are: professionalization

of training topics in accordance with the specific direction of training and the content of disciplines of the interdisciplinary professional module; the teacher of a foreign language has a basic minimum of knowledge in the disciplines on the basis of which the preparation of future navigators for foreign language professional communication; organization of the educational process in accordance with the stages of formation of integrated foreign language professional and communicative competence of navigators with the usage of appropriate educational tasks; development and usage of educational and methodical materials for integration development of foreign language competencies.

3. Conclusions

Thus, the integration of foreign language education of future navigators means a specially organized learning process, which provides a combination of subject content of foreign language training and specialized disciplines; combination of approaches, methods and forms of work; simultaneous interdependent development of linguistic, socio-cultural, and the formation of foreign language professional and communicative competence. Taking into account all the advantages of the above pedagogical technologies, their practical implementation is a time-consuming process, which requires the creation of complex organizational and pedagogical conditions. The question of the possibility of developing the professional competencies of a specialist by means of foreign language training and the creation of a model of integrative foreign language teaching and professional content, in which the foreign language teacher still remains open.

The study revealed one of the important factors in the development of higher professional education is the introduction of modern technologies in foreign language teaching, increasing students' motivation to learn marine English and promoting their quality training, which is possible with consistent practical application of competency approach through the introduction of new active learning technologies. The current study investigates that the usage of modern technical means makes learning more effective and allows using more widely the potential of educational material at all stages of cognitive activity of students and evaluation of their results. The author concludes that the research identified and tested the main trends in the development of foreign language education in the context of training future navigators based on the following approaches: formation of foreign language communicative competence of students on the basis of professionalization of the training content; formation of competencies that determine the readiness of the graduate for foreign language professional communication development of students' self-study skills during foreign language

training; development of an educational and methodical complex on foreign languages, taking into account the specifics of the future specialty, the nature of connections and relations of elements of professional training; selection of the content of didactic material for independent work in accordance with the goals of foreign language training of students in the specialty; mastering the knowledge and skills of self-learning technologies.

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