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**A 21ST CENTURY FRAMEWORK OF LONG-LIFE LEARNING
MARITIME ENGLISH BY FUTURE AND FUNCTIONING
SEAFARERS IN THE WORLD**

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Our idea is to create universal English Language communication platform, based on Cloud technologies, for seafarers all over the world targeted at non-native speakers, levels A1/A2, reaching B1/B2. This Unified Communication Solution coming from the IT Platform (i.e. public cloud) will provide:

- Comprehensive presence: Users can see “always-on” contextual present information from the unified communication administrator;
- Comprehensive connectivity voice, video and conferencing capabilities;
- Native support for mobile devices;
- Regular update;
- Comprehensive functionality;
- Cost possible avoidance [7, p. 13].

The high value of any educational process is based on its cognitive load and creation of cognitive learning environment. We try to unite the technical possibilities of unified communication platform with its educational advantages.

Face-to-face element communication in virtual laboratory, “utterance-to-text”-based tools, voice-based services, web conferencing platform, real-time presence in collaboration platform or “virtual teacher” presence will be good in conglomeration with methodology of accelerated learning foreign language and learning modalities.

Modern conditions of higher education for future seafarers and the constant insistency for functioning specialists of Merchant Fleet to improve English Language practical skills strongly prove distant learning value. Learning modalities for such kind of professionals will vary from synchronous to asynchronous modes, from collaborative to individual learning of Maritime English (ME). Less collaborative, more individual learning of ME, especially by seafarers of different nationalities with their specific neural, macro- and microlinguistic skills will strongly depend on 5 qualities:

1. Quasi-permanent separation of teacher and learner or absence of “real” teacher at all (in asynchronous mode);
2. Influence of educational/shipping management in planning, preparation and provision of learner’s support;
3. Possibilities in use of technical media;
4. Provision of two-way communication or independent learning;
5. Quasi-permanent absence of learning groups or connectivity of learners, gathered at random, just in the real “nick” time. [4, p. 21]

Different nationalities as it is well known and should be taken into account when modelling the teaching process, in this case of ME, have different tempo of speech, different from EL intonation, tempo of reaction, different levels of perceiving and acquiring the new knowledge, and what is especially important for structuring distant learning course, different degrees of self-regulation.

Fulfilling the task of distant e-learning teaching, we should understand the level and intensity of learners’ thinking regulation, their motivation and behavior during learning. Just referring definitely to distant e-learning of ME by seafarers of different nationalities, we are strongly convinced to keep to the theory of integrative teaching on the basis of reserving the transcendental and integrative language constituent as means of creating “the effect of presence of multitudinal rows of objects” [6, p. 20].

Differentiation of objects of peripheral sphere of subject-based teaching becomes possible by means of language system on defining semantic priority field or fields (semantic priming) and semantic zones, arranged with/by vocabulary, grammar and syntax. We come from the research [6, p. 32] where balance of extensive and intensive integration with synergic educational model becomes possible when keeping to the complexity of integral system with dominating idea of possibility of language models functioning, cosmic, self-regulated thinking and activity of learners independently or in link with teacher – “virtual” or real.

Under time pressure, limited rest periods, restricted access to Internet resources maritime officers and their apprentices should be provided with detailed, diligently constructed and economically tailored teaching material, updated and refreshed constantly.

The core of this material is/will be based on current primary information, which reflects interdisciplinary connections. These connections are traced through topical key terms organized to define the thematic domain in which the learner should be embedded.

The key terms stringed into terminological patterns should be sustainable enough to provide these patterns recognition by distant learners as neural events and their transformation to behavioral events.

At some definite stage of teaching process, the learner should feel himself not only as a knowledge consumer but as an active participant of his

knowledge development process. In such case teacher/tutor in synchronous mode and the learner himself as a “self-regulator” in asynchronous mode will feel possible modelling his linguistic behavior. The presence of an access to local teacher/tutor in on-line teaching should diminish or mitigate national variables (as specific linguistic difficulties, cultural gaps, etc.) provide learner’s higher order thinking as “a mechanism spanning brain” [5, p. 12] and assist in transferring his understanding to the physical routine and environment, making his understanding conscious and building his understanding as spontaneous and fluent.

We are sure that these cognitive capacities of humans will be effectively realized, if language/sublanguage system will be organized in horizontal and vertical dimensions integrated. Static meta-system as a part of complex system first should be used to place the learner inside the specific context horizontally where benchmarks are the popularized words consistent with learners’ intentions. Minimal set of core thematic words forming a string of interrupted theme-rhemes will give the linguistic nativist possibility to overcome retardation in adaptability to linguistic progress from his initial language acquisition state to the expected input [1, p. 30; 2, p. 14].

Meta learning at the first stage of learning process itself (i.e. devoted to ME teaching-learning) will be facilitated by the teacher/tutor’s efforts to decoding specific terminological information by decontextualizing it. And this process will involve, in our opinion, simplification in perceiving ME sub-specialty structures. It is especially valuable for non-native speakers, students/learners who has difficulties of phonological, grammatical character.

While preparing the contextual constituents for IT Communication Platform as Unified Communication Service for teaching-learning subject-based professional terminology in maritime business we have defined so called “target domains” for navigators, marine engineers and partly for shipping managers and are going to implement them into this platform functioning under the definite technical characteristics [3] for seafarers all over the world.

The analysis of psychological, linguistic, cultural, technical variables, which can affect working on this IT Platform, is still in progress and needed to be comprehensive.

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THE MAIN FEATURES OF USING PERSONAL ORIENTED APPROACH OF TEACHING FOREIGN LANGUAGE OF CADETS IN MILITARY HIGHER EDUCATIONAL ESTABLISHMENTS

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The system of specialists preparation of military industry takes into account all didactics in general lines principles and based on the modern approaches to the organization of professional education. One of the most effective approach is the personal oriented, that focused on the personal requirements, achievements and potential possibilities of cadets. This approach he provides the optimal selection of informative and methodological components of studies. Personal oriented studies as pedagogical problem is