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TUTORIAL ARRANGEMENT OF COMPETENCY-BASED APPROACH TO TEACHING ENGLISH TO FUTURE MARINE ENGINEERS

Sometimes lack of critical competencies for marine engineers leads to unintentional carelessness and even criminal negligence on the working place and the consequences may range from ridiculous to striking.

To enhance sufficient professional training of future seafarers the most maritime educational establishments in accordance with the IMO STCW Convention provide competency-based approach into communicative teaching of English language duly recommended by IMO Model Course 3.17. Purposeful and focused character of competency-based approach, targeted on gaining required by IMO STCW Convention particular professional competencies in English language greatly fosters its tutorial character.

Tutoring is a part of the university teaching-learning process and is a basis strategy for improving the student's academic success and professional goals. It is also in line with the policies of the European Union for improving the integration of lifelong guidance into lifelong learning strategies [8, p. 89].

Thereby **the intent** of this paper is to encourage consideration of competency-based approach tutorial nature in teaching maritime English. This hopefully will give maritime students the chance to develop and form not only communicative skills in listening, speaking, reading and writing in professional sphere but also will facilitate the formation of important professional skills by means of English language in conditions of tutorial educational environment.

Analysis of **theoretical sources** on competency-based learning [1; 2; 7] gives a possibility to consider it as a process of learning, developing and forming of concrete skills unlike to abstract learning, it's necessary to underline its extremely fine grained nature. It means learners should move gradually from one mastered competence to the next in order to gain a larger learning goal. In case of necessary set of individual skills, which together constitute a common learning outcome. Traditionally arranged university environment appears inconvenient for implementation of this competency-based approach high mission and requires rather more carefully arranged tutorial environment.

For example, management of the learning process to drive manual transmission might first have to demonstrate their mastery of such competences, as rules of the road, safety, defensive driving, and parallel parking. Based on these competences, manual transmission competence will be focused on the following independent skills: using the clutch, brake with right foot, shifting up and down, over-arching (from full stop to a slow roll, followed by sudden stops, shifting up and down). Besides, the learner would repeat each action a few times until they can demonstrate their mastery. It is important to understand that this learning methodology is common in many skills-based fields and tutorial learning environments, because traditional educational environment is unable to create such specific atmosphere, in which required competencies are trained and automized.

Attentive viewing of tutorial teaching environment at University of Oxford emphasizes its "inspiring, exacting, challenging and fulfilling for students" character.

"There tutorial is a weekly meeting of the student with the teacher to whom he is specially committed. It requires the preparation of weekly essay, which is presented orally, listened to by the tutor and discussed immediately. A usual feature of the method is its informality. It all happens in the tutor's college set of rooms with easy chairs set near the fire." [10, p.1] In such extremely comfortable environment flows the process of learning outcomes and essential competencies formation.

Up to IMO STCW Convention mastery by the future Chief Engineers of the last competence on management level – use of leadership and managerial skills– becomes possible as the result of gaining of communicative competences sufficient for doing the following actions: 1 /management of propulsion plant machinery operation; 2/ planning and scheduling; 3/ assessment and maintenance of propulsion plant and auxiliary machinery safety; 4/ fuel lubrication oil and ballast operations management; 5/ operation and troubleshooting of electrical and electronic control equipment management; 6/ safe and effective maintenance and repair procedures management; 7/ detection and identification the causes of machinery malfunctions and faults correction; 8/ safety of life at sea, security, marine environment protection maintenance management; 9/ maintaining life-saving, fire-fighting and other safety systems. And certainly this last competence of "leadership and managerial skills" has its own learning outcome in the form of individual communicative skills set in listening, speaking, reading and writing, which enable the learner to do the following in oral and writing forms: 1) to plan and coordinate; 2) to make personal assignment; 3) to time and manage resources; 4) to prioritize; 5) to communicate effectively; 6) to assess situation and risk; 7) to demonstrate assertiveness and leadership; 8) to select course of actions [3]. All these may be achieved only in some special tutorial environment, which has many elements in common with other forms of university teaching, but namely personal and tutors interaction makes it unique.

Every tutorial is a series of complex transactions, deriving their particularity from students' and tutors' own knowledge and experience, their capacities to learn from and to inform the other, and the nature and quality of the relationship that they enjoy. Skillful tutoring is a constant and fascinating challenge. It is also one from which committed tutors may reap exceptional and enduring rewards [10, p.4].

Accordingly to STCW Code all skills of marine engineers independently on their rank must be accomplished by means of the working language of mixed crews – English language. The IMO acknowledged communicative method the only suitable for a competency-based teaching of English language in 2000 already. In that year was published and launched into learning the International Model Course 3.17 for seafarers, which is based on principals of communicative method.

There are some explanations why this very method was acknowledged as well for Engineering Maritime English Language learning. There is a common for some practicing teachers (S.Tomniac, P. Trenkner, A.Gabrielli) consideration that "Engineering Maritime English Language is a symbiosis between language, communication and alligator spanner wrench" [3; 6]. This subject demands from learner accumulation and elaboration a plenty of linguistic, communication and technical knowledge, that very often may demand inevitably different from traditional educational environment, i.e. close to tutorial one.

On a certain stage it becomes impossible to accumulate details without their rearrangement; a learner will be unable to move further if does not deny the previous knowledge model in favor of its new structure and content. If we introduce new pieces of learning information as different shapes we will understand that only displacement makes process of information accumulation progressive and able to develop.

If we use traditional learning with just thoughtless plain reading of professionally oriented texts and doing homogeneous exercises for linguistic competence formation, this method activates mostly the left half of learners' brain, which is logical, verbal, linear,

vertically analyzing, non-emotional and is occupied with details, and is responsible for knowledge deepening, without putting these details into order. But if we use tutorial environment of communicative method with its motley interactive teaching techniques, the right side of the learners' brain considerably activates during horizontal processing of information and putting all accumulated details in emotionally-spatial order with further synthesizing them in one big picture.

Using interaction as the means and the goal of study, students learn by teaching others and teach by learning themselves. And these have far more advantages than just learning something for oneself, because it seems to involve two different mental processes [5, p.2].

In order to provide tutoring arrangement while teaching English for Specific Purposes (ESP) it appears expediently to integrate interactive teaching with aligned aims allowing the language to enter its natural environment: the engine room, in which both teachers and students may play roles of tutors. This creates a symbiosis between student professional interests and learning activities. This, in its turn, triggers a constructive cognition and successful communication in a professionally competent maritime discourse. The instructing teacher's professional competence necessarily includes both theoretical and practical perspectives, which is facilitated by cross-curricular collaboration between them in form of organizing faculty development sessions, mutual visiting of each other's lessons, and master classes of teachers from special subjects department.

As we stated above, there is obviously a conflict between theory and practice in teaching of ESP and it would be better to elaborate a tutorial ESP curriculum and academic program, which takes into account the following:

1. appropriate to a specific maritime setting (i.e. numerous marine engineering contexts), which facilitates the integration of students into peer tutoring;
2. determined context of situation (the marine engineer's various professional circumstances) for developing in students abilities to solve problems related to academic and university life;
3. involving the participants from a specific shipboard or port speech community often marked by specific jargon (here, the marine engineer's to help them in their transition to the professional world.

Using clear descriptors for the graduate attributes laid down in the Yardstick of Maritime English Language Competency for Ship Officers (Cole & Trenkner, 2009) [4]. Elaborating from the above and from the three prompts of the Swedish National tutors must call students to at least three individual tutorial sessions. To have success in tutoring teachers should make real contact with students being guided by a tutorial ESP programme, which includes the following parts: 1.Knowledge and Understanding; 2.Skills and Abilities; 3.Professional Ethics and Attitudes (see even the Bologna Process Dublin Descriptors, 2004). The aims and objectives of the four year ESP tutorial programme should include communication aspects at sea in various ways, focusing on cross cultural communication, giving orders, socio-linguistic aspects, following standard watch keeping and safety procedures, critical, ethical and sustainable thinking and an ability to evaluate and develop personal competence in a lifelong learning perspective. Two central programme objectives to be interpreted according to the Yardstick of Maritime English Competency for Ship Officers (Cole & Trenkner, 2009) [4] are shared by us below:

After completion of the tutorial ESP programme for mariners the students shall be able to:

- conduct teamwork and cooperate in groups of different backgrounds, with focus on maritime safety;
- demonstrate an ability to both nationally and internationally, orally and in writing explain and discuss information, problems and solutions in dialogue with different groups

and contextually completed by prompts referring to technical understanding, skills and abilities, to put professional competency into perspective;

- show broad maritime technical skills required for a senior deck officer responsible for operation, maintenance and fire protection of ship machinery and electrical equipment.

Focusing on cross course contextualization of maritime communicative settings in ESP tutorial courses, communication in speech and writing is taught as a part of marine technology and marine propulsion course modules, or as independent courses clutched into maritime technical content subjects. Tutorial ESP course gives opportunity to co-operate, contextualize and integrate learning outcomes and activities alongside assessment. Apart from this, an eye is kept on context and progression within the listening to the learner's project presentations of marine engineering project. Integrated, situational learning under these circumstances also enable tutorial peer work reflection and analysis at programme level allowing for transformative learning and transferable knowledge, with focus on interdisciplinary critical thinking skills and progression and higher order thinking skills.

The tutorial ESP course is a two-module course, designed to develop the students' written and oral proficiency, and knowledge of terminology specific to the marine technology context. The course consists of lectures, laboratories, group work, tutorials and seminars in which theory and practical writing and presentation skills are trained. After completion of the tutorial ESP course the students will have consolidated intermediate speaker grammar skills and developed general written language skills. In addition, the students will have acquired increased comprehension of marine technical texts and be able to use their communicative skills to structure and deliver technical content in writing and orally.

This integrated ESP language and communication tutorial course module is designed to develop the students' written and oral proficiency and knowledge and understanding in managing safe and effective maintenance and repair procedures on-board according to STCW AIII/2 – Maintenance and repair at the management level. The students choose their topics for the overhaul report from many different overhaul subjects given by the technical teacher. One topic, for example, is "Piston dismantling and clearance checking between piston crown and skirt at MAN B&W 40/45". The information needed to write the overhaul reports, is found in computer based maintenance programs and in technical manuals/instruction books in English (following up on ME model course requirements in the table above) and the template for the report is generated by the teachers in accordance with relevant IMO standards. The marine setting is very clear in this context and language learning tutorial activities are generated to also follow up on the marine engineer's professional competence.

Oral language proficiency and fluency are assessed by tutors, both teachers and students, through the oral presentation when the students describe their overhaul subject, i.e. not the overhaul procedure on a specific engine but a general procedure. The presentation of the example above should hence describe the "piston dismantling and the checking of piston crown and skirt". Listening to each other's presentations, the students receive basic knowledge of many different overhaul procedures, and also encounter a wide and commonly used maritime technical vocabulary in English. As both technical subject and ESP course tutors assess the presentations, follow-up questions asked and answered to trigger creative discussions in class. The tutorial activities are integrated as follows:

1. Joint course introduction alongside a number of language and communicative lectures, activities in practicing language activities, report writing and oral presentation technique alongside critical reading instruction. The lectures are assisted by the technical subject instructor.

2. Interactive peer response tutorial session when the students cross-read each other's drafts of the overhaul reports and give feedback to their peers. ESP and technical subject instructors supervise, give feedback on the report drafts and jointly assess both drafts and peer response session. Students are asked to reflect upon their learning outcomes post to the session and hand in a short written commentary.

3. Oral presentation session, supervised, assisted and assessed by both ME and technical subject tutors as part of course examination procedures. The instructors engage the students in interactive discussions during the session, as these are asked to prepare critical questions prior to the session.

4. Written overhaul report jointly assessed by ESP and technical subject tutors, from both language and technical content perspective as part of examination procedures.

5. Joint or separate tutorials at the students' request.

Specific maritime settings and contexts for ESP integrated tutorial courses, depending on specific technical or/and linguistic goals, are detailed in the graduate attributes, adjusted to IMO model courses. This serves as an example how cross-curricular integration can be achieved, following up on STCW standards and using competency-based approach to ESP tutorial teaching management.

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Літікова Олександра Іванівна. Тьюторський супровід компетентнісного навчання англійської мови майбутніх морських механіків.

У статті обґрунтовано переваги тьюторського супроводу комунікативного викладання інтегрованого курсу англійської мови морського спрямування в умовах реалізації компетентнісного підходу. Проаналізовано особливості застосування тьюторства в університетській освіті шляхом аналізу досвіду тьюторства в Оксфордському університеті. Запропоновано заходи по впровадженню тьюторства у викладання англійської мови професійного спрямування майбутнім морським механікам з метою оптимізації процесу формування їх комунікативної компетентності англійською мовою у відповідності до стандартів Міжнародної конвенції про підготовку і дипломування моряків та несення вахти, а також Міжнародного модельного курсу для моряків з англійської мови 3.17.

Ключові слова: *компетентнісний підхід, тьюторський супровід, тьютор, інтегрований курс, морські механіки, англійська мова професійного спрямування.*

Litikova Oleksandra. Tutorial Arrangement of Competeny-Based Approach to Teaching English to Marine Egineers.

The paper encourages advantages of tutorial environment in communicative teaching of integrated Engineering Maritime English course in conditions of competency-based approach. The peculiars of tutoring in university education are considered here by means of tutoring system at Oxford University analysis.

Certain pedagogical measures of tutoring in process of English for Specific Purposes teaching implementation are suggested to optimize the formation of communicative competence of future Marine Engineers in compliance with the IMO STCW Convention and IMO Model Course of English Language 3.17.

Key words: *competency-based approach, tutorial environment, tutor, integrated course, Marine Engineers, English Language for Specific Purposes.*

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РЕАЛІЗАЦІЯ ОСВІТНІХ ІННОВАЦІЙ У ФОРМУВАННІ ГОТОВНОСТІ ДО ПРОФЕСІЙНОГО САМОРОЗВИТКУ МАЙБУТНІХ ВИКЛАДАЧІВ ДИЗАЙНУ

Відповідно до вимог сучасного суспільства реформування системи освіти в Україні передбачає системну трансформацію, головна мета якої – якісна підготовка спеціаліста, що, безперечно, зумовлює розвиток особистості як головного суб'єкта сучасного педагогічного процесу. Пріоритетним завданням вищої школи є створення такого інноваційного середовища, в якому б студенти отримували навички та вміння самостійно здобувати знання і застосовувати їх у практичній діяльності. Сьогодні впровадження освітніх інновацій в навчальний процес розглядається як оновлення та нововведення, що використовуються для підвищення ефективності результатів навчання та удосконалення підготовки майбутніх педагогів.

Вища школа, вирішуючи конкретне завдання підготовки спеціалістів у сфері дизайну, здібних виконувати свою професійну діяльність в нових умовах, повинна формувати такі якості особистості, як системне наукове мислення, інформаційна культура, творча активність, висока моральність. Ці якості мають знайти своє відображення в професійній готовності випускника ВНЗ.

Традиційний погляд на зміст навчання, його роль і місце у підготовці майбутнього викладача дизайну потребують суттєвої переоцінки та уточнення. Сьогодні професійне навчання повинно орієнтуватись на особистість з розвиненим творчим мисленням, здібної до само зміни, самовдосконалення та саморозвитку.

Але, насправді, більшість студентів не вміють правильно організовувати свій саморозвиток та самоосвіту.