

## PODSTAWOWE ZASADY KSZTAŁTOWANIA MERYTORYCZNEGO KOMPONENTU PROGRAMÓW NAUCZANIA JĘZYKA ANGIELSKIEGO W KIERUNKU ZAWODOWYM

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**Adnotacja.** W artykule podkreślono cztery kluczowe zasady kształtowania semantycznego komponentu programów nauczania języka angielskiego w kierunku zawodowym (na przykładzie dyscypliny „Morski język angielski”). Podkreślono, że to od wysokiej jakości wsparcia dydaktycznego i metodycznego oraz od właściwego doboru treści kształcenia w danej dyscyplinie zależeć będzie zgodność szkolenia zawodowego studentów z podstawowymi wymaganiami pracodawców, a co za tym idzie ich konkurencyjność na rynku pracy. Wdrożenie zasad interdyscyplinarnej koordynacji i wczesnego ukierunkowania zawodowego jest niezwykle ważne, ponieważ chodzi o kształtowanie kompetencji komunikacyjnych zorientowanych zawodowo przyszłych specjalistów z branży morskiej, co oznacza, że wymaga współpracy wszystkich części szkolenia w ramach jednej całości i stworzenia trwałej motywacji do nauki języka obcego. Wdrożenie zasad ciągłości, systematyczności i spójności przyczynia się do stopniowego szkolenia specjalistów w systemie kształcenia ustawicznego poprzez opracowanie integracyjnych, spójnych programów nauczania dla każdego etapu zawodowego szkolenia obcojęzycznego.

**Słowa kluczowe:** ciągłe kształcenie zawodowe, treść dyscypliny dydaktycznej, zasady dydaktyczne, kompetencje komunikacyjne zorientowane zawodowo, język angielski, koordynacja międzyprzedmiotowa, sukcesja, konsekwencja.

## KEY PRINCIPLES OF ESP SYLLABUS CONTENT SELECTION

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**Abstract.** The paper substantiates four key principles of English for specific purposes syllabus content selection on the example of the Maritime English. It is claimed that the adhering to those key principles while any ESP course syllabus content selection will allow for the provision of the maximum efficiency level of the professionally-oriented foreign language competency formation process in the framework of continuous professional training. The paper provides the arguments for the fact that the content of the academic discipline at different stages of education is a crucial factor enhancing continuous professional training implementation. It is proved the syllabi set content should be created and developed in compliance with the specific requirements to each level of professional training as well as with the workplace requirements.

**Key words:** continuous professional training, course content, didactic principles, professionally-oriented communicative competency, Maritime English, interdisciplinary coordination, succession, consistency.

## БАЗОВІ ПРИНЦИПИ ФОРМУВАННЯ ЗМІСТОВОГО КОМПОНЕНТА РОБОЧИХ НАВЧАЛЬНИХ ПРОГРАМ З АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

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**Анотація.** У статті виокремлюються чотири ключові принципи формування змістового компонента робочих навчальних програм з англійської мови професійного спрямування (на прикладі дисципліни «Морська англійська мова»). Стверджується, що саме від якісного навчально-методичного супроводу та від належного відбору змісту

навчання з дисципліни залежатиме відповідність фахової підготовки здобувача вищої освіти базовим вимогам роботодавців, а отже, і їхня конкурентоспроможність на ринку праці. Реалізація принципів міждисциплінарної координації та ранньої професійної спрямованості є вкрай важливою, оскільки йдеться про формування саме професійно-орієнтованої комунікативної компетенції майбутніх фахівців морської галузі, а отже, потребує кооперованої взаємодії всіх частин підготовки у складі єдиного цілого та створення стійкої мотивації до вивчення іноземної мови. Реалізація принципів наступності, системності та послідовності сприяє здійсненню поетапної підготовки фахівців у системі неперервної освіти за рахунок розроблення інтегративних, узгоджених робочих навчальних програм для кожного окремого етапу професійно-орієнтованої іншомовної підготовки.

**Ключові слова:** неперервна професійна підготовка, зміст навчальної дисципліни, дидактичні принципи, професійно-орієнтована комунікативна компетенція, морська англійська мова, міжпредметна координація, наступність, послідовність.

**Introduction.** The effective implementation of any innovation including the educational one becomes possible only under the condition of the thorough comprehensive analysis which enables the awareness and understanding of the reasons that influence the success and the quality level of the professional training. This will provide for the possibility of certain pedagogical conditions determination the introduction of which would make the continuous education system functioning possible, appropriate and successful. The scope of our scientific interest touches mainly the peculiar features of the academic process organization for the purposes of the efficient professionally-oriented communicative training of future seafarers in the framework of the continuous education.

Taking into consideration the basic guidelines of the synergetic and the systematic approaches that are aimed at the integrity of the continuous professional training provision (Boichuk, 2016: 256), we claim that the pedagogical conditions must concern each of the academic process components: academic content; forms, means, methods and technologies of education; academic process projecting, organization and management; educational interrelations of teachers and students, etc. That is why we believe there should be three basic groups in the system of the pedagogical conditions for the efficient professionally-oriented foreign language training of future seafarers in the framework of continuous education system: 1) learning and teaching support materials; 2) organizational; 3) procedural.

Among the basic pedagogical conditions aimed at the efficient professionally-oriented foreign language training of future seafarers we want to make emphasis on the learning and teaching support materials for Maritime English course as the one that influences greatly the content component of the academic process and provides for its effectiveness. We strongly believe that the appropriate choice of the academic content for the discipline “Maritime English” influences the compliance of the students’ training level with the basic requirements of the employers and thus the level of their competitiveness at the employment market.

**Main body.** The peculiar features of teaching and learning support materials for the professional training of future specialists in different spheres are studied by V. Boichuk, R. Horbatiuk, R. Hryshkova, O. Hulai, L. Kaidalova, T. Koval, T. Trebina and others. Though the principles of the targeted creation of the teaching and learning support materials set for the process of the professionally-oriented foreign language communicative training of future seafarers in the framework of the continuous education still require some thorough research as, according to L. Kaidalova’s expert opinion, the teaching and learning support materials complex is the key pedagogical condition of the whole continuous education system functioning (Kaidalova, 2010: 254). That is why the **paper is aimed at** the substantiation of the key principles of ESP syllabus content selection (on the example of Maritime English discipline) for the provision of the maximum efficiency level of the professionally-oriented foreign language competency formation process in the system of continuous professional training of future seafarers.

*Material and the methods of the research.* The research is done on the materials of the topical modules of the “Maritime English” discipline, Kherson State Maritime Academy curricula as well as the national and international statutory documents which stipulate the requirements as for the competency level of future seafarers and the requirements to the learning and teaching support materials. Having used the general scientific and research methods of analysis, generalization and deduction we were able to determine the key principles of Maritime English syllabus content selection for future seafarers (deck officers).

*Results and discussion.* The curricula and the syllabi are considered to be the important elements in the academic process organization and planning of any higher educational establishment as they determine the main strategies and issues of the professional training content (Aleksiuk, 1998: 407). The improvement of the course curriculum and syllabus with the regard to the interdisciplinary coordination and the demands of the employers as for the English language level proficiency will enhance the efficiency of the professionally-oriented communicative training of future specialists in general and future seafarers specifically.

The syllabus is the important component of the learning and training support materials set which determines the role of each discipline in the course of continuous professional training, its aim, content, the means of academic results assessment and the like (Kaidalova, 2010: 257). In March 2005 the top national experts under the egis of the Ministry of Education and Science of Ukraine and with the support of the British Council drew the English for Specific Purposes National Curriculum for Universities (Bakaiev, 2005) which enables the non-philological students to develop foreign language sociocultural competency and provides the strategies required for the efficient education and future professional communication. The curriculum authors took into consideration the Common European framework of Reference for Languages as for the levels of language proficiency, speaker competencies, possible professional context of language use, the procedures of syllabi compilation for each specific field of training

and the academic results assessment. The Curriculum contains general guidelines, recommendations and principles and thus can be used for various specialties and specializations of professional training. The ESP Curriculum was developed on agreement with the Ministry of Education and Science of Ukraine as the response to the development of the international events, the Bologna Declaration ratification by Ukraine and the integration of the national higher education system into the European educational environment. It is also designed for students' language needs satisfaction while they are mastering different specialties in Universities, Academies and the like. This must provide for their mobility in a foreign language academic and professional environment (Hryshkova, 2007: 90).

Though, it is worth while remembering that Ministry variant of the ESP National Curriculum is only a sample as it contains only some general terms and requirements as for the professionally-oriented language training course content and cannot describe all of the specific and peculiar topics in their logical sequence and succession which are important and necessary for every particular specialty.

Having studied and thoroughly analyzed the report on the research results conducted on behalf of the British Council and the Ministry of Education and Science of Ukraine in 2014-2016 as for the «role and status of the English language» in 15 higher technical educational establishments of Ukraine we paid attention to the recommendation as for «the urgent and acute need of the more up-to-date and more flexible English language syllabi development for Universities, which should have their focus on the English language as the means of international communication, on the academic and *professional needs* of students and on the common European assessment criteria» (Bolitho, 2017: 80-83). This means that before the English for Specific purposes is being taught it is necessary, first of all, to analyze and define the students' needs (Hryshkova, 2007: 258). Based on the conducted analysis results a teacher should develop (but not receive in a centralized way) the syllabus for each particular specialty. Such approach complies in the best way with Common European framework of Reference for Languages requirements which suggest teaching a foreign language with the regard of students' needs, motives, psychological features and abilities.

Because the syllabi of higher educational establishments of Ukraine are considered to be official statutory documents the experts (teachers of the corresponding departments) must take into consideration the basic official requirement to such types of documents while developing them. Though, in the letter of the Ministry of Education and Science of Ukraine to the higher educational establishments management dated 09.07.2018 it is stated: «In compliance with the Laws of Ukraine «About Higher Education» (2014) and «About Education» (2017), higher educational establishments have the right to individually solve the issues of the learning and teaching support materials complex content with the regard to the legislation requirements. At the same time it is worth while considering the specific features of the educational establishment, subject area and/or specialty as well as of the certain curriculum, etc.» (Lyst Ministerstva, 2018).

So, the above mentioned allows for the conclusion that the ESP National Curriculum drawn on the basis of the Common European framework of Reference for Languages is only the foundation which must be used by the higher educational establishments in our country to organize the efficient process of professionally-oriented communicative competency formation and, in such a way, to provide their students with the possibilities for their specific communicative needs satisfaction by means of the renovation and improvement of the syllabus content component. The renovation of the academic content in higher school must be based on the models of the appropriate professional activity, qualification characteristics of future specialists (Aleksiuk, 1998: 408) and the employers' requirements. Therefore, it means that one of the important pedagogical conditions of the professionally-oriented foreign language training of future seafarers in the system of continuous education is the creation of the integral syllabi for the Maritime English course.

The academic content of the discipline «Maritime English» is chosen, first of all, in the compliance with the industry standard of the higher education of Ukraine approved by the Ministry of education and Science of Ukraine for particular levels and stages of education, subject areas and specialties as the discipline syllabus is national statutory document, the component of the higher education standard. Besides, taking into consideration the peculiar features of the future professional activity of seafarers and the peculiar requirements to their professional competency which are stipulated by the national as well as the international statutory documents, the content of the Maritime English syllabus must be chosen in compliance with the International Maritime Organization (IMO) requirements which are stipulated by the International Convention on Standards of Training, Certification and Watchkeeping for seafarers (STCW 74/78). According to this document, the professional duties of all crewmembers are established on three levels of responsibility: support level (ratings), operational level (officers) and managerial level (senior officers) (International Convention, 2011: 124126). When selecting the Maritime English syllabus content we kept in mind four basic didactic principles: the principle of coherence or interdisciplinary coordination, the principle of early professional orientation, the principle of succession, the principle of consistency.

The coordination in pedagogical science means the coherence of the syllabi of the allied disciplines that is necessitated by the common phenomena, concepts, processes to be explained and taught in the course of professional training. In other words, it is thoroughly developed interrelation of all studied disciplines, which can enable the knowledge integration (Hryshkova, 2007: 234). The term «interdisciplinary coordination» in our research means the constant dynamic diverse connections of the professionally-oriented language training and the process of professional disciplines teaching which requires special terminology to be studied and used for efficient job performance aboard ships. The *principle of interdisciplinary coordination* in the process of Maritime English syllabus content selection presupposes that the departments' curricula will be taken into consideration with the aim to choose the appropriate topics to be studied and to define their logical sequence in the course of professionally-oriented

foreign language training in the framework of continuous education so that they also comply with the content of professional disciplines studied at each stage of professional training. The principle of interdisciplinary coordination enables students to use Maritime English for the purposes of communication in different professional situations with the purpose of professional problems solving when studying specialized subjects such as Ship theory and construction, Navigation and pilotage, Bridge equipment, Ship handling, The technologies of cargo handling, etc. The principle determines the professional orientation of the teaching and learning materials content as well as of all the academic procedures and activities, which are aimed the professional skills and competencies formation and development. In other words, we provide for the implementation of the principle of professional training components coherence. It is extremely important to implement this principle because it ensures the coherent and cooperated interrelation of all professional training component into a single unity. In the process of the professional training of future seafarers it is necessary to form and develop at the appropriate level all required competencies which can be achieved only under the condition of the integral coordination of all professional disciplines in the training process with the deep regards of the disciplines interrelation.

The implementation of the interdisciplinary coordination principle is enabled by the consideration of another important didactic principle – *the principle of early professional orientation*. It means that starting from the very first stage of the professionally-oriented foreign language training it is necessary to get students familiar with the key aspects of their future job choosing the professionally related topics to study at the English lessons which comply with their specialization – navigation, engineering or electrical engineering. According to this principle English language teachers should follow the syllabus content and formulate such lesson objectives which reflect the future professional needs thus provoking the understanding of their importance and increasing students' motivation. This principle presupposes the academic content selection with the regard to the needs and real-life conditions of the future professional and social activities aboard and in such a way increases greatly students' interest towards the educational process, motivates them to study professional vocabulary and provides such crucial element of efficient training as the integration of real-life professional knowledge into the sphere of foreign language communication.

Considering the fact that from the first years of national education system development in all program and conceptual documents it has been emphasized that the aim of the State policy is the creation of the appropriate conditions for personality development, education of such generation of people who are able to work and study effectively during the lifetime the researchers and scientist have been trying to find the ways of achieving this aim. We support the idea that the implementation of the continuous education system is possible due to the academic content succession and coordination provision at all stages of the training process by means of creating the integrated system of syllabi and curricula (Kremen, 2010: 62).

As it has already been mentioned before the professional training of future seafarers should be done gradually step by step at different levels in accordance with the defined above levels of responsibility. That is why, in our opinion, one of the important steps of the efficient leveled professionally-oriented language training is the determination and the coordination of the Maritime English syllabi content for each stage of education. This means that another crucial principle of the Maritime English syllabus content selection is *the principle of succession*. The succession in our research means the specific order and sequence in the process of knowledge mastering and skills formation.

The principle of succession is directly related to the stipulated by the STCW levels of responsibility and provides for the possibility to transfer the levels. The International Maritime Organization together with the adoption of the maritime specialists competency standards also provides the support of teachers by means of development and issue of the detailed model courses for different professional subjects, including the Model Course 3.17 «Maritime English». The course provides clear and detailed instructions as for the organization of Maritime English teaching process. There is also suggested a syllabus sample based on the English language knowledge and includes the list of communicative competencies students must master to be able to communicate effectively in different professional situations onboard in mixed crews (IMO, 2015: 3). The process of seafarers' professional communication can be related to different aspects of their professional activity thus demanding the certain knowledge about ship arrangement and design, about the working principles of shipboard equipment, about the characteristics of cargoes, about the influence of environmental forces on ship stability and motions, etc. For this reason, we claim that the peculiar feature of Maritime English teaching, as well as any other foreign language for special purposes, is the thorough planning of the educational process with the regards to the specific professional needs of the students. To implement the principle of succession, considering the recommendations provided by the Model Course 3.17, we found it necessary to distinguish two types of Maritime English course – General Maritime English and Specialized Maritime English – when compiling the syllabi of the discipline for different stages of professionally-oriented language training. General Maritime English course is the same for all the departments and areas of professional training (navigation, engineering, electrical engineering). The course is taught during the first three semesters because this is the amount of time needed for the professional training of the ratings at the first stage of education. Ratings must be able to carry out the professional duties at the support level of responsibility and thus, they need to have general communicative skills including the knowledge of specific professional terminology denoting the ship parts, types of ships, shipboard equipment, lifesaving equipment and the actions in case of emergencies so that they are able to understand and adequately interpret the orders of officers and report the situation.

Starting from the fourth semester of education it is highly recommended to start the Specialized Maritime English course in accordance with the specialty chosen. This is particularly important because after their second year of education students start their shipboard practices on board ships as members of the corresponding ship departments

and, thus, they need to get ready to perform the duties at the operational level of responsibility so they need to have a profound professional knowledge for their ranks. In other words, the implementation of the principle of succession in the process of Maritime English syllabus selection enables also the succession between the academic and real-life professional activities because it provides the students with the knowledge, skills and competencies they actually need at each stage of education to carry out the corresponding professional duties aboard.

Finally, *the principle of consistency* allows for the development of integrated, coordinated syllabi for each stage of education in any of the educational establishments types of the academic complex Professional Maritime Lyceum–Specialized Maritime College – Maritime Academy. Such coordination and integration of syllabi is crucial as it allows for the transfer between levels and stages, provides the students with the possibility to continue their education in any of the other educational establishments in the most convenient, logical and consistent manner. It means that no matter which of the education obtaining strategy each student/cadet chooses (to start from the Lyceum first and then enter the College, to enter the College and continue education in the Academy or to enter the Academy and gain the professional training there) the academic content will not be repeated or no important topics will be skipped/missed from the syllabi but instead it will be logical, coherent and consistent continuation of the previous stage of education. So, we claim that it is vital and crucial to consider and implement this principle when developing the Maritime English course syllabi in the framework of continuous education inside the academic complex as the succession and consistency of the syllabi used by complex structural departments enable the horizontal and vertical mobility and integration of separate sub-systems of continuous professional training into a unity.

The modern approach to the higher education organization becomes more and more pragmatic, i.e. the goal of professional training is not to provide students with the set of academic knowledge but rather to develop the appropriate competencies which are considered to be nowadays the main criterion of the competitiveness level and guarantee of the career advancement. Under such conditions it becomes obvious that the assessment of the education quality must be done on the basis of the final education results (the specific set of professionally significant competencies) assessment (Kremen, 2010: 244). Our practical teaching experience in Kherson State Maritime Academy proves that any activity, including the educational one, starts with the definition of the final results and goal setting (kind of an ideal concept of what is expected as the result of the training process). This goal must be clearly defined and formulated in the course syllabus. The more precise the goal is the more probable the expected results achievement. Thus, it is necessary to define the goal of the course as well as to formulate small meaningful measurable objectives of each particular topic based on the practical skills and abilities required in real-life professional situations. The introduction of the clearly defined and logically organized system of objectives is crucial as it allows the teacher to concentrate the attention and efforts on the determination of the first-priority tasks, order and perspectives of the teaching process all over the training course at different stages of the continuous education. If the organization of the topical component of the syllabus is arranged in the suggested way it will enable the teachers to choose the teaching materials in the most efficient manner as well as to decide which forms and methods of teaching are to be used to provide the maximum efficiency of the professionally-oriented foreign language training of future seafarers in the framework of continuous education.

**Conclusion.** Taking into consideration all of the above mentioned we claim that the development and the implementation in the course of professional training of the integrated syllabi set for the leveled professional training of maritime industry specialists in the framework of continuous education can be regarded one of the obligatory pedagogical conditions to enhance the efficiency of the professional training of future seafarers. The set should be created and developed in compliance with the specific requirements to each level of professional training as well as with the workplace requirements. However, when implementing such new syllabi type it is also very important to think about the possibility of other teaching and learning support material completion and namely the sets of appropriate, corresponding and up-to-date course books for different levels of education and for different specialties. So, the research perspective is to determine the basic requirements to the development of the teaching and learning support materials kit for “Maritime English” course to be implemented in all structural division of the academic complex to provide the efficient formation of professionally-oriented foreign language communicative competency of seafarers in the framework of continuous education of the basis of the unified systematic approach.

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