

APPLYING OUTCOME-BASED EDUCATION TO MARITIME ENGLISH TRAINING

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Introduction. The growing demands for seafarers' competencies in the international maritime industry, the requirements of international standards, the need to develop practical skills of future specialists, the high level of responsibility on board ships, and the risks associated with the maritime profession necessitate the implementation of effective approaches to the training of competent maritime professionals. These considerations are equally relevant to Maritime English training.

Taking into account the requirements of the STCW Code regarding English language proficiency outlined in Table A-II/1 (competence: «Use English in written and oral form»; knowledge, understanding and proficiency: Adequate knowledge of the English language to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship's safety and operation, and to communicate with other ships, coast stations and VTS centres»), the training process should be aimed at developing the competencies in professional oral and written communication, business correspondence writing etc. [1].

Main part. In our opinion, outcome-based education (OBE) is an effective approach to Maritime English learning that promotes the development of professional foreign language communicative competence through the formulation of learning outcomes, the use of flexible and adequate teaching methods and competency-based assessment.

Furthermore, outcome-based education can not be separated from the STCW Code as it is a practical methodological way how to implement the STCW standards in Maritime English training.

The main focus of outcome-based approach is what students are expected to know, understand and be able to do by the end of a course. Outcome-based education emphasizes what students achieve instead of emphasizing what information teachers give [2].

When implementing outcome-based education in Maritime English training we should start with clearly defined learning outcomes. They guide the program design, teaching methods and assessment strategies.

Thus, students know definitely what knowledge and skills they must obtain and demonstrate as the focus is on supporting students' progress and success rather than on teaching content. For this purpose, teachers can adapt different methods such as discussions, problem-solving tasks, projects etc. to facilitate and help students reach the outcomes defined. Students' results are not evaluated just on memorization of training materials.

Moreover, students' progress is assessed based on whether they have achieved the defined learning outcomes by demonstrating the ability to solve professionally-oriented tasks (including professional writing) using knowledge of basic program concepts.

It should be noted that, in order to meet the principles of outcome-based education, careful consideration is to be given to Maritime English course planning, including assessment, as its implementation can be complex and challenging.

In the process of designing the module «Mooring» for second-year students, the following learning outcomes have been identified: 1. characterize mooring arrangement and types of ropes; 2. describe the actions before and while mooring, exchange information on mooring methods and mooring hazards; 3. understand and respond correctly to the commands and SMCP for mooring / unmooring, hand signals; 4. demonstrate understanding of personal safety measures during mooring operation [3]. It is expected that students achieve the learning outcomes upon completion of each part of the module. To achieve this objective, the tasks have been designed to develop competencies in the given topic. The following are some examples of the tasks: fill in the gaps,

name the pictures and ask and answer questions about mooring equipment parts and their functions, complete the sentences, role-play the situation (Student A. You are Third Officer. Conduct a briefing with mooring team members to prepare for mooring. Instruct them. Student B. You are OS. Ask Third Officer about all necessary preparations for mooring operation.), discuss the questions, list guidelines on mooring equipment maintenance, label the mooring lines and describe their positions and purposes, compose Vessel Mooring Plan and others. Through the exercises, students master relevant maritime terminology and learn to apply it when performing problem-solving tasks. Gradually, students acquire competencies and are able to effectively apply them in professional maritime communication.

Outcome-based education is closely aligned with the requirements of the STCW Convention. They both emphasize clearly defined and measurable learning outcomes as well as performance-based assessment.

Conclusion. According to the above-stated considerations, the following key features of outcome-based education can be formulated: clear learning outcomes, a student-oriented approach, flexible teaching techniques, alignment between learning, assessment and real needs of maritime industry, clear students' expectations, practical skills orientation.

In conclusion, outcome-based approach ensures that students possess not only theoretical knowledge but also practical skills necessary for safe and effective professional performance on ships. The application of OBE contributes to aligning Maritime English training with international standards and enhancing the overall quality of maritime specialists' training.

ЛІТЕРАТУРА

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3. Lucky Voyage : coursebook / Boiko K. and others. Kherson : KSMA Science Park «Maritime Industry Innovations» Ltd., 2022. 308 p.