

## TEACHING MARITIME ENGLISH TO ADULT STUDENTS AT HIGHER EDUCATIONAL INSTITUTIONS

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**Introduction.** In the context of globalization and European integration, the creation of a single European educational space, there is a need to change the structure and content of training specialists in the system of higher maritime education. The Laws "On Education", "On Higher Education" and STCW Convention emphasize the need to train a competent specialist of the appropriate level and profile, who is competitive in the labor market, perfectly knows his profession, able to work effectively, ready for constant professional and personal growth.

Modern changes in the adult education system in Ukraine are due to short-term social processes: globalization, technological advances, economic and social challenges, which provide both new opportunities for the adult population of Ukraine and the need for further education, retraining, obtaining a new specialty or job. To ensure positive changes in the socio-economic development of the country, it is necessary to improve the adult education system, as well as create favorable conditions for its effective functioning.

Many foreign scientists have studied the regularities and features of andragogy, as well as its role in the education of the adults, including: M. S. Knowles, P. Jarvis, S. Brookfield, M. W. Galbraith, P. E. Shedd, A. Krajinc etc. Today the andragogical principles and approaches have formed the basis of the works of modern domestic andragogical scientists: L. Danylenko, L. Lukyanova, O. Ogienko, V. Oliinyk etc. However, the problem of applying a person-centered approach to teaching foreign languages, in particular, Maritime English, among adult students of Ukrainian universities has not been sufficiently studied.

**Purpose of the article.** This article aims to investigate the features of the andragogical approach in teaching Maritime English.

**Main text.** The terminology dictionary on Adult Education provides the following definition of andragogy: "Andragogy" [from Greek. *aner* (andros) and *agein* (ago) – "andros" – an adult, "agein" – to lead)] – is: a) a subdiscipline, a section of pedagogy that studies the processes of stimulation, upbringing, retraining, self-improvement, self-development of an adult throughout his life; b) the science of the adult learning specificity, taking into account age, educational and life needs, available and latent

abilities, capabilities, individual characteristics and experience, psyche and physiology, as well as forms and methods of organizing adult learning in order to deepen their knowledge, ensure their educational and cultural needs, achievement of individual goals, self-realization of personality; c) a branch of scientific and humanitarian sphere of knowledge, an educational direction, a theoretical discipline [8].

According to The Ukrainian Pedagogical Encyclopedic Dictionary, “andragogy” is an adult pedagogy, one of the pedagogical sciences that deals with the problems of education, self-education and adult education. The task of andragogy is to work on the content, organizational forms, methods and means of adult learning, the use of media, radio and television for this purpose; a determination of optimal intervals between periods of intensive training, functioning of professional courses depending on the nature of production [3].

In 1833, German teacher Alexander Kopp first used the word “andragogy” (the education of adults, rather than pedagogy, the education of children) to refer to elements of Plato’s theory of education. The term was later taken up in 1921 by Rosenstock, who said that adult education required special teachers, methods and philosophy. In the latter half of the twentieth century, Malcolm Shepherd Knowles, executive director of the Adult Education Association of the United States of America, wrote the first major accounts of adult education, and premised five essential differences between adult learners and child learners. Despite Knowles’ name still being most-immediately associated with the field of adult education, his opinions are subject to debate, and even discredited [10, p. 26].

As per M. Knowles, there exist two basic suppositions regarding adult learners that differ from those concerning child learners. The initial assumption concerns self-concept. The searcher observes that as an individual matures, their self-concept shifts from dependence to that of a self-directed being, unlike pedagogy, where the child-student is "reliant upon the instructor for all learning" [2, p. 10]. This relates to the student’s identity as an adult. Namely, as M. Knowles states, one is psychologically an adult when they see themselves as fully self-directing. And then, they also have a strong need to be perceived by others.

It’s easy to see why this difference matters: teaching methods treating the student as dependent disregard the identity, boundaries, and capabilities of an adult student who is independent and competent. For instance, a child might require tutoring and careful step-by-step direction with certain tasks, or a ready-made plan, while an adult can determine these by themselves. Indeed, assuming otherwise is offensive to adults. The second assumption concerns adult student experience: as a person matures, they accrue a growing repository of experience which becomes an increasing resource for learning, while a child-student has little experience that might be tapped as a learning resource and, hence, the instructor’s experience is most impactful.

Analysis of the scientific achievements of the Ukrainian researcher L. Lukyanova [7, p. 259-260] shows that the roles of a teacher can change depending on educational and training tasks. The choice of professional position (role) requires the teacher to have the appropriate professional functions and features. According to L. Lukyanova, there can be such integral-role positions as: teacher-mediator of knowledge; guide;

carrier of culture, representing the performance of various social roles. However, undoubtedly, the leading role for the andragog is the role of a facilitator, who helps adult students to comprehend the acquired knowledge and correctly apply it. The andragog-facilitator creates a favorable learning environment; uses the principles of adult learning in planning the time and method of learning (i.e. how and when); encourages adult students to formulate their own learning goals and choose / use various resources to achieve their goals; helps adult learners evaluate their own learning outcomes [1, p. 400].

The main andragogical principles of teaching were substantiated by M. Knowles, are based on the individual psychological characteristics of an adult student and include: the priority of individual learning, joint activities of teacher and students in planning, implementing, evaluating and correcting the learning process, individualization of learning, its contextualization, etc. The psychological climate, which is key to the successful implementation of the learning process, is characterized by freedom of expression of one's opinion, respect for it, the absence of imposing positions, and equal partnership relations between the student and the teacher.

M. Knowles formulated the andragogic principles of learning in the form of six propositions, which are, “undoubtedly, the most well-known system of principles explaining learning in adulthood” [5, p. 293]:

1. Adults need to know the value and benefit of learning.
2. An adult has a self-awareness of an independent personality capable of self-directed learning which is the principle of self-direction.
3. An adult has a certain life experience, which should become a rich source and basis for learning which is the principle of relying on the subjective experience of the student.
4. The readiness of an adult to learn is directly related to the social tasks that arise in the process of his development which reveals the essence of the principle of contextuality of learning.
5. Adults have a practice-oriented approach to learning and are interested in the immediate application of the acquired knowledge which is the principle of practicality or the principle of actualization of learning results.
6. The motivation of adults to learn is determined mainly by internal factors. This principle of motivation is extremely important in the education of an adult.

Based on each of these principles, M. Knowles gives methodological recommendations for the construction, implementation and evaluation of the adult learning process. Thus, from the first principle, M. Knowles concludes that it is necessary to help the student in his awareness of the value of learning by comparing the initial level of his competence with the level modeled, which will allow the adult to independently identify and realize the discrepancy between his current level and the indicators to which he seeks [5, p. 58]. In this context, it is appropriate to resort to the *simulation method*, which can be used to model real situations in learning. The implementation of this principle not only helps adults to understand the need and importance of learning, but also contributes to the development of adult educational needs in the process of acquiring new knowledge, skills and abilities.

The second andragogic principle was considered by M. Knowles to be the most important, since the presence of self-awareness is a determining factor at all main stages of the learning process, namely: creating a psychological climate favorable for learning, determining educational needs, planning the learning process, implementing the learning process, evaluating the learning process and results.

Special attention is paid to the disclosure of the essence of the third principle – the principle of relying on the subjective experience of an adult. It is based on the fact that an adult has a certain life experience: everyday, educational, social, professional, which can and should become a source and basis for learning [4, p. 4–8]. M. Knowles believed that the implementation of this principle in the transition from informational-passive methods (when the student passively receives certain information) to problem-active (when the student actively works to solve a certain problem). Therefore, he justified the need for widespread use of interactive forms and teaching methods (project method, business and role-playing) in adult education. At Maritime English lesson teacher can use the following methods:

*group discussion and peer instruction* (also called “Think Pair-Share” or “Concept Tests”): students are invited to think about the answer to a question the teacher gives, and discuss the question themselves. Some students are chosen to present the consensus to the class;

*case studies*: students take inferences and give a detailed description of a scenario based on a true story (marine accident report);

*tutorial worksheets*: based on guided-discovery worksheets students work in small groups to get a chain of logic to fix a problem or a conceptual difficulty, while the teacher guides the groups by giving targeted questions and bring them into discussion;

*problem-based learning*: in groups students learn to cope with complex, multifaceted, and realistic problems, to find necessary background material as needed;

*concept mapping*: students make a visual representation (like a flow chart) identifying and indicating the interconnections among various ideas of a specific topic or problem [11].

It is important to consider the features of the professional, social and everyday activities of student in the learning process. Therefore, it is particularly appropriate to use gamification in education that not only enhance the practical orientation of the educational process, but also contribute to the creation of conditions for value-role self-determination of an adult in professional and social roles [6, p. 52–53]. In addition, substantiating the fourth principle, M. Knowles, said that person should not wait passively until he has the willingness to learn, because it can be stimulated by encouraging students to be ambitious using operations to diagnose personal learning needs [5, p. 47].

Teacher can apply game elements to a learning context to make Maritime English lessons more entertaining and involving, for example:

*effective use of clickers*: hand-held electronic devices are to make students anonymously choose answers of multiple-choice questions in real time (LSM Moodle, Kahoot!);

*computer simulations, programs and games*: by using interactive computer simulations or online games students learn to visualize phenomena, test predictions, receive prompt, targeted feedback to analyze virtual experiments (MarEng, PraC-MARENG).

From the principle of practicality (adults have a practice-oriented approach to learning), it follows that the teacher's activities, the design of the curriculum and the organization of the learning process are oriented towards solving a specific life problem and application of the acquired knowledge, skills and abilities in practice [6, p. 54].

Knowles' recommendation is that andragogical orientation of teaching method accomplishes more meaningful outcomes because it motivates learners to freely choose the learning goals, content, and processes. Andragogical orientation has learners expect the teacher to give an environment that leads learning, give some control over the learning process, and support higher levels of self-direction.

The implementation of andragogic approach, according to M. Knowles, mainly involves the use of interactive methods, and the most common form of learning is group work. The use of the principles of adult learning substantiated by M. Knowles in Ukrainian maritime universities will contribute to the introduction of a personally oriented approach to teaching of maritime English, which is characterized by an equal partnership between those who study and those who teach, interactivity of the educational environment, and the main role of the student as a subject of learning.

Conclusion. The andragogical approach to teaching Maritime English is formulated on the ideas of humanistic psychology and pedagogy and aims at creating conditions for the full self-realization and self-development of the student. The entire system of Maritime English teaching is built on the principle of respect for an adult, taking into account his or her large and diverse experience, goals, needs and interests.

The main andragogical principles of teaching Maritime English are based on the individual psychological characteristics of an adult student and include: the priority of independent learning, joint activities of the teacher and students in planning, implementing, evaluating and correcting the learning process, individualization of learning, its contextualization.

When working with adult students in Maritime English lesson, teacher can use the following methods: group discussion and peer instruction, case studies, tutorial worksheets, problem-based learning, concept mapping; clickers, computer simulations, programs and games etc.

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