

suggested by O. Vanovskaya (compensatory, communicative-pragmatic, educational-activity, metacognitive, differentiated and integrated approaches), from which the author defined integrated as the dominant one in modern national scientific studios. An analysis of native scientific and methodological research in recent years has shown that more and more scholars are inclined to an integrated understanding of educational and strategic competence, as a combination of two interrelated components – educational and strategic competencies. Indeed, an integrated approach, according to the author, is the most acceptable in the sense of educational and strategic competence, because he considers it in the complex of compensatory, communicative-pragmatic and educational actions, the most deeply reveals the essence of this competence, corresponds to the processes of perception and generation of speech, as well as the teaching of foreign languages.

Key words: educational-strategic competence, English-language communicative competence, compensatory, communicative-pragmatic, educational-activity, metacognitive, differentiated and integrated approaches English language.

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ROLE OF CLIL FOR LEARNING MARITIME ENGLISH

The purpose of the article is to analyze the content-language learning in maritime educational establishments at the English lessons. The relevance and novelty of the research are determined. The mechanisms of realization of the content-linguistic integrated methodology are described in the training of future seamen, necessary for the achievement of this training effectiveness. The peculiarities and advantages of the content-linguistic learning method in marine educational institutions for mastering English language are considered. They are: development of academic language proficiency; development of cognitive skills (the ability to express complex thought processes appropriately); focusing on the process of learning rather than the outcome; working in small group promotes quantity and functional scope of cadets' language output; task-based activities provide meaningful and authentic communication that is functional and relevant to the cadets' needs; opportunities for real meaning negotiation with teacher, which arises in the course of the pressure to produce comprehensible output. The main components of the content-language learning for maritime English are characterized: content – integrating content from across the curriculum; cognition – creativity, higher-order thinking and knowledge processing; communication – mediating ideas, thoughts and values; culture – interpreting and understanding significance of language. The methodical techniques of content - linguistic learning of future sailors are considered. They are: the collaboration between teachers; the principles of performance-based testing should be applied; the usage of the interactive and learner-centered pedagogical approach; exposing cadets to an appropriately demanding input (by selecting, adapting and scaffolding it); the employing of higher-order thinking interactive activities by teachers; the elicitation of the output production by teachers; the assessment should take both factors (language and content) into account.

Key words: content language learning (CLIL), Maritime English, language, interconnection, cognition, content, communication.

As to the International Convention on Training and Certification of Seafarers and Watchkeeping (STCW): «All officers who carry a watch must have a good skill of oral and written English. Adequate knowledge of the English language should allow the seaman to use navigational charts and other marine publications; understand meteorological information and messages about the safety and vessel handling; communicate with other vessels, coast stations and VTS centers and perform officers' duties, basing on the possibility to use and

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understand the standard marine communication phrases (IMO SMCP)» [3]. The analysis shows that proficiency in English should be closely integrated with professional subjects in order to meet the requirements of the international maritime organization (IMO).

Comparative analysis shows that countries try to solve the problem of increasing the effectiveness of language level in different ways. One of the techniques, whose popularity is growing in a number of countries recently, is the reception of language-based integrated learning (CLIL), in which a foreign language is used in the study of non-linguistic disciplines (History, Geography, Physics, Medicine, Engineer).

The methodology of language-based integrated learning in educational institutions in many countries is very active, namely: Bulgaria, Hungary, Cyprus, Greece, Belgium [4, p. 24]. By this method, subjects such as History, Geography, Biology, Philosophy are taught in bilingual schools, and English, German, French, Spanish and other languages are used to implement the learning process. This methodology is used in higher education institutions, which allows you to train not only specialists in certain professional fields, but also specialists who speak foreign languages.

The specificity of this approach is that «language becomes a tool for studying a non-linguistic subject, in which both the language and the subject play a joint role» [9, p. 58]. Attention is given to both the content of special texts and the necessary subject terminology. At the same time, the language is integrated into the training program, and the need to immerse in the language environment for the possibility of discussing the subject material significantly increases the motivation for using the language in the context of the topic being studied.

Analysis of recent research and publications, such scientists as A. E. Krasheninnikova, T. A. Laletina, I. I. Filipovich, D. Coyle, A. Maljers led to the fact that the problem of language teaching in the maritime educational institutions and its implementation had not previously been considered, which is relevant and novelty of this linguistic method and our publication.

The author of the article «The relevance and potential of content and language integration learning (CLIL) for achieving MT + 2 in Europe», David Marsh believes that «Language-based integrated learning refers to any two-context focused educational context in which an additional language, those not the main language on which the whole course of instruction is conducted, is used as a tool in teaching a non-linguistic subject.».

In the author's opinion, this method allows two subjects to be taught simultaneously, although the focus may be on either language or a non-linguistic subject [8]. According to Professor Do Coyle, the methodology of integrated teaching of the subject and language in the university is primarily related to the widespread use of English as the «dominant» language of instruction in European universities. Based on the experience of subject teaching in an additional (in most cases, English) language, the professor identified three models [2, p. 25]:

Model C1: Multilingual education (Plurilingual education). With integrated learning, more than one language at different lessons is used in different years of study. Upon completion of training on this model, the student acquires professional knowledge in several languages. This model is a prestigious form of education, which is designed to attract the most dedicated and gifted students from different countries [4, p. 162].

Model C2: Auxiliary integrated learning of the subject and language (Adjunct CLIL). Teaching of the language goes in parallel with the teaching of subjects, and the emphasis is on developing knowledge and skills for using the language to provide higher-order thinking processes. Teaching language is associated with special areas, language teachers are included in structural units for teaching specialties, their role is external support in training specialists. Students in the acquisition of specialties acquire the ability to use the CLIL language to work on their specialty [4, p. 162].

Model C3: Subject courses with the inclusion of language support (Language-embedded content courses). Specialty curriculum is developed in terms of development and language

skills. The training is conducted by both subject instructors and specialists in the field of language teaching [4, p. 33]. A student even with a poor knowledge of the language of instruction receives support throughout the entire learning process, which makes it possible to master both the subject and the language of his teaching. The model is suitable for teaching students with a variety of linguistic and cultural backgrounds.

The C1 model is implemented only in higher education institutions of a definite specialization (for example, business and management), while models C2 and C3 are the most common. Due to the work with the international crew, where English is the working language, it is therefore advisable to implement a mixed model of teaching with general and special support for the development of the cadets' language competence.

In this article, we will consider the features and advantages of the methodology of subject-language learning in marine educational institutions; we characterize the main components of the methodology of subject-language instruction in maritime educational institutions; we will consider methodical methods of the subject-language training of future seamen at the English lesson; describe the role of the teacher and student in this technique at the English lesson.

The usage of this makes it possible to single out its advantages in the training process of future seamen. One of the main advantages of this technique is an increase in the motivation to learn a foreign language in students [1, p. 184]. Learning the language becomes more focused, since the language is used to solve specific professional and communicative tasks. All subjects are studied through a foreign language (English) - contextualization in the subject material; the focus changes from language, as a means of culture, to language, as a means of communication. Getting into the situation of communication in a foreign language, the cadets are unable to show their knowledge in specialized fields such as: «Navigation and Pilotage», «The theory and ship structure», «History of navigation», «Meteorology», «Medicine», etc. without knowledge of a foreign language. So, they do not have the opportunity to communicate in a professional context. Thus, the ability to communicate, in a foreign language in a professional context, becomes a priority. In addition, cadets have the opportunity to understand the culture of the language being studied, since they work directly among the international crew, which leads to the formation of the cadets' sociocultural competence. Future sailors let through a sufficiently large volume of linguistic material, which is a full immersion in the natural language environment.

It should also be noted that work on various topics allows you to learn specific marine terms, appropriate language constructs, which contributes to the replenishment of vocabulary learning subject vocabulary and prepares it for further study and application of acquired knowledge and skills.

Comparing the communicative approach in the training of cadets of marine institutions in English, which is prescribed by the model course 3.17 of the International Maritime Organization, with the object-language integrated, we note the following. The purpose of the first is – communication, subject-linguistic – lingual-object interconnection. With a communicative approach, the educational material is selected according to the cadets' needs, while the subject-language is based on the contextualization of a specific subject, which makes it possible not only to overcome the linguistic-communicative barrier, but also cognitive-semantic. Tasks in the communicative approach reflect real communication, for students motivation, in integrated - on problem solving or authentic tasks are based on authentic material (in our case on marine publications: ship documentation, nautical charts, marine logs). It should be noted that the communicative approach focuses attention on communicative interaction, and the subject-language approach on the general language competence of the student. In both approaches, the role of the cadet in training is a priority [6; 7].

When studying the problem of content and language teaching in the maritime educational institutions at the English lesson, we identified a number of advantages of this

methodology, namely: the development of professional / academic language skills; development of cognitive skills (the ability to adequately express complex thought processes); work in small groups, which contributes to the quantitative and functional coverage of students' language; activity based on tasks provides a meaningful and reliable communication that is functional and relevant for the cadets' needs.

It should be noted when designing a training course on the basis of this methodology, it is necessary to take into account 4 «K» CLIL methods: content (content – content integration through the curriculum), communication (communication – immediate ideas, thoughts, values), knowledge, higher order thinking and knowledge processing), cultural (cultural knowledge – interpretation and understanding of the importance of language) [8].

On the methodological side, authentic, complex, meaningful teaching materials should be selected. A detailed reading, as one of the activities at the English lessons which we offer to reduce the cognitive and linguistic load of content. Focus on the effective intersection of content, knowledge and language in the occupation of English for future sailors. To monitor the interaction in the classroom, which balances the hearing and conversation of foreign professional speech for cadets of marine institutions. Language training should be carried out on the basis of tasks that facilitate cadets to interact and lead to effective results.

To implement the subject-language integrated education in marine educational institutions, highly qualified teachers are needed, who should take into account both the language and the content of the teaching material. A systematic interconnection of teachers of special subjects and the English language is necessary to fully understand and understand the material being studied. Teachers of a foreign language should think through authentic, interactive tasks, using all kinds of speech activity. When assessing the knowledge of cadets, two aspects must be taken into account: language and content.

Thus, the analysis of the state of the problem under study shows that the subject-language integrated training in marine educational institutions as one of the polylingual approaches is one of the effective mechanisms for forming the professional competence of the future seaman. The effectiveness of the process of forming the professional competence of the future sailor is largely due to the mastery of their knowledge, skills and skills in the aspect of the subject-language integrated learning.

The prospect of our further research will be the problem of the evaluation system for the language-based integrated learning of future seamen at the English lessons.

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РОЛЬ ПРЕДМЕТНО-МОВНОГО НАВЧАННЯ ДЛЯ ВИВЧЕННЯ МОРСЬКОЇ АНГЛІЙСЬКОЇ МОВИ

У статті проаналізовано предметно-мове навчання в морських навчальних закладах на заняттях англійської мови. Визначено актуальність та новизну дослідження. Описано механізми реалізації предметно-лінгвістичної інтегрованої методології під час підготовки майбутніх моряків, які необхідні для досягнення ефективності цього навчання. Розглянуто особливості та переваги методу предметно-лінгвістичного навчання в морських навчальних закладах для вивчення англійської мови, а саме: розвиток професійно-академічної мови; розвиток когнітивних навичок (здатність виражати складні мисленнєві процеси належним чином); зосередження на процесі навчання, а не на його результатах; робота в невеликій групі, яка сприяє кількісному та функціональному обсягу мови студентів; вправи, що базуються на завданні, забезпечують змістовне та справжнє спілкування, яке є функціональним і відповідає потребам курсантів; можливості для співпраці з викладачем, що виникає під час отримання ефективного зрозумілого результату. Основними компонентами предметно-мовного навчання для вивчення морської англійської мови є: контент – інтеграція змісту з навчальним планом; пізнання – творчість, мислення та обробка знань вищого порядку; спілкування – посередництво ідей, думок і цінностей; культура – інтерпретація та розуміння значущості мови. Розглянуто методичні прийоми предметно-мовного навчання майбутніх моряків. Це співпраця між викладачами; застосування принципу тестування на основі результатів; використання інтерактивного та навчальноорієнтованого педагогічного підходу; залучення курсантів до певної розробки змісту цього навчання (шляхом вибору, адаптації та складання його); залучення викладачів до вищої інтерактивної діяльності; отримання кінцевих результатів викладачами; оцінювання курсантів повинно враховувати обидва фактори (мову та зміст).

Ключові слова: предметно-мове навчання, англійська мова, морські навчальні заклади, зміст, свідомість, культура, взаємозв'язок.

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CROSS-CURRICULAR APPROACH TO THE DEVELOPMENT OF MARITIME ENGLISH COURSE FOR NAVIGATORS

The article describes how cross-curricular approach can be applied to the development of Maritime English course for navigators. Different approaches to the design of interdisciplinary courses have been analyzed. The authors discuss the requirements to the development of cross-curricular language course and outline possible interdisciplinary units in the recently up-dated Maritime English programme for navigators at Kherson State Maritime Academy which focuses on the sequence and advancement of communicative language learning within the integrated content of profession-focused subjects. The cross-curricular teaching activities are recommended for use in relation to learning outcomes and how they are interlinked with occupational requirements of the maritime industry.

Considering the special place that Maritime English occupies among other profession-focused subjects and higher education orientation on professional competence development of future navigators as its paramount aim, it makes cross-curricular approach a main strategy in learning language.

In exploring the term «cross-curricular approach» the authors analyze different definitions of this notion and ground that the integrated nature of this approach offers a creative way to develop students' knowledge, skills and understanding. Teachers and instructors are able to motivate their students to learn Maritime English through stimulating, interconnected topics with profession-focused subjects.

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