

Organization of Individual Work of Future Navigators in the Process of Professional and Speech Competence

Yievgeniya Bondarenko¹

Abstract: The article aims to reveal the means of organizing individual work as an important factor in the formation of professional and speech competence of future navigation officers. Individual work allows forming, in the process of the professional training, such qualities and skills as self-sufficiency, analyticity, criticality of thinking, responsibility, perseverance, taking effective quick decisions in problem situations on board, cooperation in multinational team as they are so important for future specialists of maritime sphere. This work is a priority in the formation of professional and speech competence of the cadets, as it implies their involvement in oral and written communicative activity of productive nature under the guidance of a teacher, but without his/her direct participation. There are following main individual tasks that we have developed and implemented in the process of experimental activity: presentation (the students have the choice of a particular topic or problem); preparation for the business game (in a dialog form); preparation of group reports; development of training programs using software.

Keywords: individual work; class hours; extracurricular classes; multimedia technologies; computer technologies

Introduction

One of the main problems of modern higher education in terms of professional training of future specialists in maritime sphere is the provide a high level of their competitiveness, the possibility of effective cooperation with people of other nationalities, achieving significant results of the international project activity. Therefore the issue of formation of professional and speech competence of cadets - future navigators in the process of their individual work is becoming more and more important nowadays. Individual work allows activating of cognitive motivation, intellectual development of students, formation of their personal leadership, initiative, persistence concerning professional self-realization; it promotes their integration in different kinds of communicative activity. This problem is related to important practical tasks such as the preparedness of future specialists for professional self-development and self-perfecting during their whole life, formation of skills for quick realization and adaptation of their knowledge to modern technologies that are constantly developing.

¹ PhD, Izmail State University of Humanities, Ukraine, Address: Repina St, 12, Izmail, Odessa Region, Ukraine, 68601, Tel.: +380 67 141 8435, Corresponding author: bndevgeniya@gmail.com.

Outlined problem was highlighted in such areas as theoretical basics of professional training for future specialists (Volkova, N.; Griniova, V.; Nychkalo, N.) particularly of maritime sphere (V. Zakharchenko; A. Smorochynska), the ways of student individual work (I. Zadorozhna; M. Kniazian), activation technologies of individual communication activity (A. Bigych; R. Martynova; S. Nikolaeva), means of formation of foreign language professional competence of future navigation officers (V. Chernikova; M. Sherman) as well as their social and communicative competence (O. Timofeieva).

However, it is required a more comprehensive highlighting of the problem of professional and speech competence formation of future navigators using of the potential of individual work.

The analysis of scientific sources (G. Vlasiuk; T. Dzhezhul; A. Kokarieva; L. Poiedyntseva; O. Ponomariov; I. Smaliuk; A. Yarmoshchuk) shows that there is a tendency to consider the notion of “individual work” as an effective mean of forming interests, knowledge and skills of the individual. The effectiveness of individual work is explained by the scientists as follows: it is an individual intellectual and cognitive work of students on their “appropriation” of the abilities, skills, motives, personal qualities, etc.

As for the essence of the notion “individual work” it should be noted that it has already been revealed by the following scholars in their works: M. Bulanova-Toporkova; V. Buriak; Y. Viatkyn; J. Dewey; V. Zhuk; A. Zubko; B. Yesipov; V. Kozakov; G. Kozlakova; I. Lerner; P. Pidkasystyi; O. Rogova; M. Skatkin; M. Soldatenkov; V. Sotnychenko. The scientists emphasize different aspects of individual work, the most important of which are psychological, active, targeted, content and technological ones.

In the opinion of I. Ziaziun, an individual work forms creative approaches of the future specialists to the organization of their own life activity, develops their internal incentives for self-improvement. The scientist emphasizes that this is such a form of activity that allows moving from a purely academic work to the individual creativity (Ziaziun, 2000).

Such scientists as N. Basova, M. Bulanova-Toporkova, V. Zagviazynskiy and others consider the individual work as a mean of formation, above all, of the readiness of future specialists to self-education, emphasizing the focus of this work on the development of creative abilities of students.

We fully agree with the position (G. Vlasiuk), whereby the most important aim of the individual work is to ensure sound mastering theoretical knowledge by the students, updating their cognitive motivation, formation of their professional skills and abilities, self-sufficiency and activity.

According to P. Pidkasystyi individual work is an effective mean of educational and scientific cognition in the professional training of future specialists. This work forms the students' ability to organize own work for the achievement of goals in professional activity (Pidkasystyi, 2005).

A. Kokarieva emphasizes that individual work that independent work promotes a fair expression of the creative activity of students (Kokarieva, 2015).

From the standpoint of T. Agapov and V. Yevdokymov individual work requires implementation of an individual approach to the study of professional disciplines; it is always carried out according to the plan of professional training of future specialists under the guidance of a teacher.

In this respect, B. Chernykh and L. Kaidalova rightly lays stress on the fact that individual work of the students requires precise planning, organization and control of cognition activity of students both during the class hours and extracurricular classes. The most common types of class individual work are an analysis of academic literature, preparing of notes, solving tasks. As for extracurricular works, the scientists accents the importance of implementing the following kinds as preparing essays, summaries, presentations using PowerPoint, reports.

According to the scientific position of A. Aleksyuk individual work involves processing of scientific information presented in textbooks, learning guides, articles, monographs, dissertations and others, by the students. Thus, individual work includes not only the study of various documents, solving tasks, execution of individual tasks, but also the involvement of future specialists in the scientific work (term and diploma projects).

In modern higher educational institutions individual work requires consistent mastering new material: repetition, consolidation and its application in practice. As for the effectiveness of individual work, it depends on the organization, content of tasks and relationship of their kinds. And, therefore, in modern higher educational institutions the main role of the teacher is to determine the amount, kinds and content of individual work. It is the teacher who shall take the responsibility for harmonizing individual work of different subjects, development of teaching materials, performing consultations, providing final control, carrying out analysis of the results of each student.

According to the research conducted by O. Slipenka, I. Kots in organization of individual work the students recognize most of all the possibility of creative self-realization, study of new material in the context of additional classes, development of thinking culture, individual qualities, abilities to express their own opinion. Apart from these, there are following most common faults of the individual work of students such as lack of ability to work individually, to combine theoretical knowledge with practice (Slipenka & Kots, 2006).

Extracurricular individual work of future specialists in English for professional purposes requires of the cadets to perform daily work, which shall be carried out in accordance with the tasks developed by the teacher. These tasks include, above all, the active self-preparation of cadets to classes, dedication, responsibility and organization.

Projecting a scientific position of Z. Kurliand against the field of professional training of future navigation officers, it should be noted that it is appropriate to implement the following types of individual work in English classes:

- studying scientific literature according to the topics and search of additional literature;
- coding material (making schemes, tables, graphs);
- writing reports, summaries, essays, presentations etc.
- fulfilling exercises, solving tasks in English;
- fulfilling written works, laboratory works;
- fulfilling tasks using computer and Internet resources (Kurliand, 2005).

Regarding the formation of professional and speech competence of future specialists, namely navigators, in English classes, the main purpose of individual work is the study of linguistic material, formation of communicative competence along with the development of skills of self-organization and self-education. The effectiveness of individual work shall be defined by the quality of individual tasks developed by the teacher, their didactic ability to provide a sequence of knowledge formation about the language code, types of speech activity, individualization of the educational process, promotion of individual trajectory of cadet development.

In modern higher educational institution of maritime sphere the usage of multimedia technologies is becoming increasingly important for carrying out individual tasks in English language for professional purposes by the cadets.

For example, according to a scientific position of I. Stavytska, it is appropriate to use the following means of implementing multimedia technologies in the process of teaching English for professional purposes:

- creation and usage of e-books;
- development of situational and role as well as interactive games using computer technologies;
- provision of distance for of language learning;
- carrying out control of knowledge and skills of students through the tests in electronic form;
- creation and support of web-sites on teaching English;
- creation of presentations on educational material, using the program PowerPointv (Stavytska, 2017).

A. Kuzminskyi emphasizes that usage of computer technologies by the students offers significant advantages in organization and self-organization of the educational process, namely:

- provides the possibility to provide and control individual temp of educational activities;
- provides the possibility to choose the difficulty degree of learning material by the student himself/herself (as for the study and control of English language there are such levels as A1, A2, B1, B2, C1, C2);
- allows using student's time efficiently;
- helps to use an individual learning process;

Computer technologies make it possible to organize and to direct individual work of students on a subject basis and to achieve better results in education while reducing time-consuming. Using multimedia technologies for cadets of different academic years in English classes for professional purposes confirms their effectiveness. The cadets are interested in interactive learning, as these technologies bring diversity in teaching of foreign language.

In our experience the individual tasks using interactive technologies in the process of teaching English for professional purposes provided that future navigation officers had to get acquainted with the specific responsibilities of each crew member, the rules of ship navigation; to learn how to behave in emergency situations at sea and in the port, during the various training alarms; to acquire skills on clear and quick responding in different situations and to be able to solve complex problems.

For example, in English classes the teacher used such individual tasks as: preparation of presentations, group reports, and conduction of business games in a dialog form as well as development of training programs using software.

In the process of carrying out such individual task as the development of presentation, the teacher offered future specialists to present material using multimedia technologies, namely to create projects in the program PowerPoint. He provided cadets with topics, for example, «Accidents and Incidents at sea», and the cadets had to examine individually all possible situations at sea and to present them, as for example: «Grounding», «Oil spill», «Collisions», «Man Overboard», «Injuries on board», «Fire on board», «Failure during cargo operations» and others.

Characterizing such individual task as preparing for the business game in a dialogue form, the following requirement should be emphasized: with the aim prepare cadets for real business situations that arise on the board between the master, senior assistants, ordinary crew and the port authorities, the teacher uses training means in the form of the business games. The teacher provides situation that the cadets shall prepare individually in pairs in the form of dialogue during the classes hours. For example: «*You are a Master. There is an injured man on board. He has a closed fracture. The Medical officer rendered first aid, he applied a tight bandage. But he*

should be taken to the hospital. Contact with shore based station and ask how you should accompany your crewmember». In the game the teacher assesses how students can represent themselves, namely how the peculiarities of their thinking, emotionality, activity are expressed, or if the cadet is able for further solving more complex situations in real life.

In addition, during the English classes for professional purposes the teacher may offer the cadets such type of individual work as preparing essay or report in group. The teacher distributes individual work in such a way that every cadet knows exactly what task he is to carry out for the achievement of a common goal in team activities. He/she offers the cadets the topic of the report or the essay and supporting phrases which shall be used in sentences such as: «*According to .../Minor incidents and accidents .../Each crew member should be caution/Chief/Off must perform/The Master should inform*».

During the English classes for professional purposes the teacher may use interactive cards to check and consolidate cadet's grammar skills. The teacher tries to organize the work between the cadets in such a way that the cadets who have high level of English will work in pairs with students who have middle level of knowledge. Example: during the topic "Dangers" the teacher shows to the cadets different grammar constructions such as (*Present Simple, Past Simple, Present Continuous, Present Perfect, Passive Voice*), and in groups the cadets start to practice their knowledge and skills. They make up sentences or short situations using necessary grammar constructions. At this time the teacher may supervise the cadet's work or also he/she may take part in this activity and join to any group. And he/she may estimate spoken skills and level of understanding grammar constructions.

It should be noted that it is appropriate to use in classes all possible software for mariners such as «*Microsoft Word, Excel, Seagull, Marlins language test, CES4.1*». By implementing these programs in English classes for professional purposes, the teacher can use interactive whiteboard «Smartboard». He/she demonstrates some tests that cadets are to pass individually, and then check the results with the teacher.

Conclusions and perspectives of further research. Individual work is a mean of formation of theoretical knowledge and readiness for self-education of future navigation officers, updating their cognitive motivation, development of skills on organization of their own life activity, development of internal incentives for self-improvement, education of leadership, responsibility, self-sufficiency, activity and initiative. The types of individual work, that we introduce in the process of professional training of future navigation officers, include the following: study of scientific literature according to the topics and search for additional literature, coding material (making schemes, tables, graphs), writing reports, summaries, essays, presentations, fulfillment of exercises, solving tasks in English, carrying out tasks with the use of computer and Internet resources. Individual tasks for the formation of professional and speech competence of future navigators are represented by the

development of presentations, preparing for the business game (in a dialogue form), preparing group reports, development of training programs using software.

Perspectives of research shall be considered as a broader highlighting means of organization of interactive learning in professional training of future specialists of the maritime sphere.

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