

## METHODS OF TEACHING MARITIME ENGLISH

Yefanova I., lecturer (NU «OMA»)

The traditional teaching approach is always lecturer-centered with students or learners in a passive position. This will lead to low study interests of trainees and inactive atmosphere in a classroom and makes teaching inflexible and boring, which will naturally result in bad teaching effects. We do everything to heighten the English level of students, to improve the education system and teaching method.

For effective language teaching and learning, it is necessary to take the best methodology in order to be able to create tasks appropriate to their students' learning needs, to develop training courses, communicative competence and to implement a syllabus that meets the requirements defined by the STCW 1995 Code.

Teaching marine English covers many spheres - geographic navigation, celestial navigation, navigational equipment, meteorology, cargo stowage, marine law and regulation, ship handling, marine communication and so on. There are so many vocabulary units and terms in each course, their theory and principle are different. Its vocabulary and writing forms are different from general English standards. It requires a long time to have a good command of them. When explaining professional content, it is hard to arouse the interest of students and ~~gave~~ give them a heavy impression without professional knowledge, without cases, without incident, and all of them require a long-time study and sea experiences. Learners need to be competent in each of these skill areas in order to combine and utilize language systems effectively.

Successful knowledge requires more than the ability to integrate language systems and skills, however. They need to know the conventions for using the language in specific situations (e. g. using the telephone; writing telex) and, as it is so important, they should know some strategies for coping with misunderstandings in the event of communication failure. Teaching needs to reflect genuine use of the language so that the student is equipped for communicating in "the real world". [3]

When the new material is explained, students may not understand everything, every word, they can be helped through the use of pictures, diagrams and gestures. What forms a very important part of developing the skills, is their ability the language in real-life situations. The advantage of the active teaching method has been recognized in the world pedagogics for many ten years. One of the best method of teaching is learning by doing the main teaching strategy mean includes students' activity, when they learn in the process of working. Such learning may be provided under the trainer's instructions (e.g. traditional relations of master and apprentice or assistance of scientific adviser), on relative's or elder friend's advice or in conditions of self-education. Generally, learning process in any fields is as follows: active knowledge may be gained only through learning by doing, although "doing" shall be understood not in the literal, but wide, generalized sense. For example, in natural mastering of native or foreign languages (when students learn through speaking, i.e. "texts making"); the same is in learning of reading and writing (only through "doing"); the same is in psychology and mathematics, as students do not really learn the things which they listen to, but do them by themselves [4].

To be able to develop lexical and grammar skills e. g: accidents and incidents on board the ship, ship handling, drills and etc. it's also very important to understand how one should behave in an emergency. To develop practical skills, the one of the best methods of teaching is learning by doing, which includes students' activity, when they learn in the process of working. To develop the practical skills of immediate response and reaction in any professional situation, it's recommended to take actions in drills. Drill is a creation of a real situation, where the experience of the English teachers and technical instructors should be integrated. It is necessary to get cadets familiarized with sufficient information and instructions, in order to teach them to communicate with other people on

board on elementary safety matters and understand safety information symbols, signs, alarm signals and etc.

The “integrated learning” and “learning by doing” methods will help to develop competencies which enhance individual and organizational performance and meet the requirements defined by the STCW 1995 code.

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