

A BRIEF REVIEW OF INNOVATIONS IN THE EDUCATION SYSTEM AND TEACHING LANGUAGES TO MARINE ENGINEERS

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Trends in entrepreneurship education have been the focus of this research. Numerous recent trends have included the expansion of entrepreneurship education across primary, secondary, high, and higher schools. The increase of the implementation of the new teaching approach in education programs and teaching activities worldwide and the growth of entrepreneurship education across all the levels within educational systems are also mentioned. Entrepreneurship education is believed to be one of the most appropriate approaches that encourage students to develop useful professional skills that could be helpful both in everyday life and career. Thus this paper aims to review the general knowledge base regarding the recommendation by reporting the reasons activated the interest in entrepreneurship in education, as it is a kind of innovation in professional non-economic education and is not popular among school teachers and university lecturers. The authors underline that multidisciplinary teaching techniques are becoming more popular as they explore a recent tendency of universities to create a new curriculum for entrepreneurship and innovation activities for professional subjects. The paper begins by considering so-called Clip-thinking researches as this specific mindset is thought to be one of the urgent reasons that make it necessary to work out the entrepreneurship approach in teaching. It then considers some literature that can be used in teaching English both everyday and professional, the design and construction of which is identified by the demands of Clip-thinking peculiarities. Then the researchers inform why and how entrepreneurship approach should be implemented in teaching professional English for Maritime engineers and how the creation of such activities can be 'successful'. There is also presented a list of pedagogical approaches to be used in the classroom and in outclass activities. The goals of the above mentioned educational approach are enlisted as well.

Key words: innovation in education, professional English, teaching, maritime engineer.

Берестовий І.О., Рибалка І.С., Темербек А.О. Короткий огляд інновацій у системі освіти і навчання мов суднових інженерів. Використання так званого підприємницького підходу в сучасній освіті є ключовим у даному дослідженні. Розширення можливостей навчання шляхом упровадження вищезазначеного підходу для розвитку навичок і вмінь учнів як середніх, так і вищих навчальних закладів зараз особливо актуальне зважаючи на зміни способу мислення молодого покоління. Саме ці навички допоможуть їм краще адаптуватися в сучасному світі. Цей факт призводить до необхідності розроблення програм і заходів, які максимально розширюють застосування підприємницького підходу

на всіх рівнях освітньої системи. У даній статті здійснено огляд основних особливостей підприємницького підходу, аналізуються його цілі, даються рекомендації та пояснення, повідомляється про причини, що викликали інтерес до цього підходу. Робиться акцент на міждисциплінарній практиці викладання, яка необхідна для ефективного навчання фахових дисциплін і повинна бути врахована при створенні нових навчальних програм, що в свою чергу є однією з умов упровадження підприємницькою підходу. У статті пропонується огляд особливостей кліпового мислення, яке є однією з причин необхідності пошуку нестандартних підходів до навчання. Представлений також перелік найбільш вдалих навчальних комплексів, що можуть бути використані під час навчання англійської мови як загальної, так і професійно-технічної тематики, оскільки дизайн і структура цих підручників максимально відповідають особливостям кліпового мислення. У статті зроблена спроба пояснити можливості підприємницького підходу в навчанні професійної англійської мови майбутніх судових інженерів. Автори пропонують перелік педагогічних підходів, які прийнятні для використання в аудиторії і за її межами.

Ключові слова: підприємницька освіта, професійна англійська мова, судові інженери.

Берестовой И.О., Рыбалка И.С., Темербек А.О. Краткий обзор инноваций в системе образования и обучения языкам судовых инженеров. Использование так называемого предпринимательского подхода в современном образовании является ключевым в данном исследовании. Расширение возможностей обучения путем внедрения вышеуказанного подхода для развития навыков и умений учащихся как средних, так и высших учебных заведений сейчас особенно актуально ввиду изменения их образа мышления. Этот факт приводит к необходимости разработки программ и мероприятий, которые максимально расширяют применение этого подхода на всех уровнях образовательной системы. В данной статье осуществлен обзор основных особенностей предпринимательского подхода, анализируются его цели, даются рекомендации, сообщается о причинах, вызвавших интерес к данному подходу. Делается акцент на междисциплинарной практике преподавания, которая необходима для эффективного обучения профессиональным дисциплинам и должна быть учтена при создании новых учебных программ, что является одним из условий внедрения предпринимательского подхода. В статье предлагается обзор особенностей клипового мышления, которое является одной из причин необходимости поиска нестандартных подходов к обучению. Также представлен перечень наиболее удачных учебных комплексов, которые могут быть использованы при обучении английскому языку как общей, так и профессионально-технической тематики, так как дизайн и структура этих учебников максимально отвечают особенностям клипового мышления. В статье сделана попытка объяснить возможности предпринимательского подхода в обучении профессиональному английскому языку будущих судовых инженеров. Также представлен перечень педагогических подходов, которые приемлемы для использования в аудитории и за ее пределами.

Ключевые слова: предпринимательское образование, профессиональный английский язык, судовые инженеры.

Topicality of research. What innovations do we meet in the field of education today? Can there be any if scholars have been studying the process of teaching for centuries? These are the questions we are supposed to answer every time we come across some information on teaching methods and pedagogy. It's an age-old dispute. The answer is both yes and no. Nobody will doubt that education plays an essential role in shaping attitudes, skills, and culture – from the primary level up, but somebody can argue that people still have the same mindset as they did a fifty or even twenty years ago. The speed of our present-day life is incredibly fast, lots of solutions can be done within minutes. We can easily get in touch with any distant corner of the Earth so, it is no surprise our minds get used to the pace. The young generation has a very high level of adaptation. Apparently, all these factors are supposed to be considered when teaching today. These questions are of high importance when we speak about the professional foreign language education.

When stating the **degree of scientific research** of the topic we should stress the achievement of both Ukrainian and foreign scholars. The number of studies devoted to the topic is enormous. They deal with different aspects of teaching foreign languages. There one can find recommendations on teaching young learners and teenagers, as well as adults. The researchers, teachers, tutors, psychologists claim the children born in the XXI century have the mindsets that differ much. They are people of the new digital generation. They are perfect at multitasking and brilliant in searching for any kind of information, but their weak points are teamwork, analyzing data and concentration. These are drawbacks of so-called Clip-thinking. The theory of Clip-thinking was developed by the American scientist-futurist A. Toffler, who defined clip thinking as a state of perception, knowledge and, therefore, the consciousness that is formed by the perceptual patterns based on the deconstruction of narratives. Clip thinking is based on the database logic as opposed to narrative [6].

To start with it is important to stress that the innovation process is a complex activity for the creation, development, use, and dissemination of innovations [2]. So, when discussing the topic we should speak not only about the creation of new approaches but about the ways to implement them. The problem of innovation and the search for new approaches is widely discussed in the teaching and scientific community. The researchers conclude that new approaches to language

teaching are urgently needed as children, teenagers and young adults can perceive information via traditional methods and the students under 40

- are unable to work with large amounts of data;
- get tired quickly and have chaotic distracted attention and difficulty in concentrating;
- are fast in their desire to reach their goals;
- need new high-quality impression;
- are exposed to outside influence;
- demonstrate multitasking;
- experience extensive but unsystematic awareness of any issues.

So, all these characteristics are supposed to be kept in mind while creating new textbooks. These books need to be bright and colorful with lots of photos and pictures. The grammar rules must be as short and as well illustrated as possible and placed in a kind of a table or frame to catch the student's eye. Texts ought to be quite short. A great variety of exercises to prevent the routine in class and homework are important. The textbooks should be accompanied by audio and video supplements and have some extra internet resources.

Of course, researchers who work with teaching professional foreign languages are aware all the above-mentioned needs. To our mind, the best way to demonstrate the result of these kinds of research is to create a complex of textbooks accompanied by a teacher's reference book to put theory into practice. Among a wide variety of textbooks devoted to professional technical and marine English, we can single out the books by David Bonamy and Christopher Jacques titled "Technical English" (a complex of 4 levels consisting of a coursebook, a workbook and a teacher book each). Here are found both grammar and vocabulary on different technical topics from vehicle and vessel maintenance and assembling to health and safety rules in workplaces. All the levels of the above-mentioned books are accompanied by a good-quality set of listening activities. Another teaching complex worth mentioning is the work by Sabrina Sopranzi "Flash on English for Mechanics, Electronics Assistance and Technical Assistance". A wide range of technical topics is discussed in this book.

All the above-mentioned facts are true for the printed material that could define the general strategy of the teaching process, but we know that every lesson on the same topic with the same book is unique

because of many facts. A teacher is an artistic person who creates every of his or her lesson to reach the aim in the best way and a lot of parameters are taken into consideration. So, teachers need new innovative methods to organize the work in class. And here we do our best to single out the best and most up-to-date innovation to create a perfect lesson. **That is the purpose of our article.** These innovations should activate the weak points of Clip-thinking students and transform them into a strong position.

Presentation of the main material. To start with we suggest having a look and a very prospective combination of innovation and entrepreneurship in education that can provide creativity development, skill building, experiential learning, and as a result, a shift in mindset. Entrepreneurship education tends to provide students with the knowledge, skills and motivation for entrepreneurial success in some settings and develop a multidisciplinary approach that is as important for teaching professional language. Variations of entrepreneurship education could be offered at all levels of education from primary or secondary schools through graduate university programs [1; 5].

The implementation of the entrepreneurial idea in teaching a foreign language will reflect the progression in the level of skills and qualifications students need to obtain during their education. Thus, the aim in elementary and pre-intermediate levels is for students to develop a great variety of competencies, creativity, initiative, inventiveness and personal qualities among them. These are the skills that are important to adapt to our changing society and meet the high standards in a professional field. But the innovation and entrepreneurship in education must be anchored in the specific skills and pedagogic methods of different academic disciplines to develop interdisciplinary links [2].

As mentioned before, when teaching professional English, it is twice more important to create interdisciplinary links as learning a professional language is impossible without having deep knowledge in the profession. So, the focus is on developing cross-curricular approaches and making it easier to coordinate various educational programs as students conduct research and prepare written and visual presentations of their work. The teacher should activate the skills by using the following:

- open learning – the learning outcomes are determined by the students;

- active learning – professional situations are met by the students and they are supposed to choose the areas of implementation for their projects;

- learning experiences beyond the classroom – the professional data are collected through different information sources (resources, experts) and materials from society and the natural environment;

- a learning atmosphere – that could promote cooperation and teamwork, encourage new ideas and creativity, tolerance for failures;

- thinking strategies – stressing the significant questions to encourage problem-solving skills and formulate various points of view to end in better solutions [1; 2; 5].

Another problem to consider is the position of the teachers as they present some of the role models in students' dynamic and social life where individuals themselves, or in cooperation, define the opportunities for innovation. In this process, it is urgent to build up the tutors' skills to act upon these aspects by transforming ideas into practical and targeted activities, whether in a social, cultural or economic context. We suppose it should be performed through the capacity building, competence development, practical and research experience with ongoing training in innovative teaching and learning methods. As one of the practical levels of innovation and entrepreneurship in education, a higher education establishment might continue the tendencies developed in high school. Universities become a place for experimenting, a place to practice and participate in project-based learning environments, a place where entrepreneurship is part of the organizational and educational environment and where the teacher are entrepreneurs themselves, not in the sense of making business but in the sense of creativity and active life position. The tutor can use a collection of formalized teachings that inform, train, and educate students to participate in socio-economic development through a project to promote entrepreneurship awareness, business creation, or small business development. How can it be applied in the context of learning professional English? The answer is both simple and complicated. Creativity and adaptive skills are to be developed; students should be able to take research and analyze the data and to take the risk to choose their own. They are supposed to use the information from their professional field in all its entirety.

For example, students could have higher motivation when the introduction of the new vocabulary is done with the help of video

manuals that accompany the printed manuals of widely used vessel's engines by MAN [3; 4]. The above-mentioned videos are both useful when teaching such professional subjects as Engineering Practice. The introduction of the new vocabulary can easily be followed by a group discussion of the problem, what instruments are to be used while working and a project on the safety measures at the working site. So, watching a video on a professional topic can be used to broaden students' knowledge both of the language and profession as well as to make them ready to make decisions on technical issues (discussion on the instruments and safety and health care).

Here is one more example that illustrates the entrepreneur approach in teaching professional English and demonstrates the rise of motivation among the students. In the classroom, students listen and discuss a real interview of cadet marine engineers in crewing agencies and are given the task to have a go at such an interview in an agency without any arrangements and coordination from the teacher. The students have a certain deadline (about a month) to be interviewed. Afterward, all the students present their reports on the interview, compare the questions, stress the most important points. This kind of assignment allows us to implement the entrepreneurship approach and solve the multidisciplinary tasks. The students of the first and the second year are highly motivated as it encourages them to get a good position in the future and to practice their knowledge in real life.

Conclusion. Here we propose the list of what can be done in Professional English classes to reach the above-mentioned goals. English teachers should do their best to develop the entrepreneur ways of thinking: critical, creative, strategic and tactical thinking, and practice the social skills, collective performance techniques and teamwork using as many communicative activities as possible. This could be developed by introducing more individually oriented tasks that could help the students to perform real professional tasks. They make the practice work more challenging the instruction might contain just the final goal of a project, so it will allow the students to search, create and take some risks when choosing the right or convenient solution. Meeting with some specialists from the field could be as rewarding for study. Presenting the importance of a supportive environment and a community of learning should always be demonstrated not in class but during different types of out-of-class activities. The teachers must realize the influence of motivation for learning and self-improvement

and encourage it in all possible ways. While developing the curricula the language educators should keep in mind educational initiatives, project development, project-based tasks, success stories, as well as failure ones (it can be easily done through reading magazine articles and watching a documentary, meeting with professionals). All the above-mentioned is very important in teaching future maritime engineers as their ability to cooperate and communicate in English is one of the most important assets that can help them to meet the strict demands of the world merchant fleet in today's high competition.

Of course, entrepreneurship in the educational system is a kind of innovation and it still needs some regulation and experiments to work out the best model. So, to draw the line we should define **the further research**. The other necessary condition is its implementation in all the levels of education to promote and create a learning environment that leads the students to experiment with Innovation and Entrepreneurship methods and practices. Teachers and educators need to create more tools for communication, collaboration, and teamwork in the context of entrepreneurship and to provide educational tools for quality innovative educational pedagogies at all stages. It is important to support the integration and the implementation of the 21st-century education skills and to present innovative teaching methods for specific subject-matters (science, language, etc.), as well as interdisciplinary subject areas, that enable participants to choose the methods and tools suitable to the particular needs of their environments. One more necessary condition is to empower the educational staff and promote their Innovation and Entrepreneurship programs and to provide a base for future training activities in the Education for Innovation and Entrepreneurship training according to the needs of the different levels of Ukrainian educational system and as well as various learning fields.

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