

Innovative Approach to the Design of Business Games of Maritime Specialists Training

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Development of a modern transport infrastructure capable of providing enhanced movement of cargoes and passengers, reduction of transportation costs and establishment of conditions for growth of the national economy and strengthening country positions in the world market requires well educated and trained maritime specialists, capable to cope with it. Professional development of modern maritime specialists according to the International Convention STCW-78/95 and amendments adopted at the Manila Conference, 2010, supposes acquiring new theoretical knowledge and practical skills. In this connection the offered article presents the scientific concept based on the new methodological approach – poly-profile one – to the development of the content of professional business games for future maritime specialists and proposes a method of designing of the training content and development of maritime specialists' professional competences.

Key words: pedagogical support, poly-profile communicative competence, maritime specialist, poly-profile and communicative approach, business games, integrated course.

1. Introduction

Maritime transport is considered as the backbone of the world trade. The role of it continues to grow. Maritime transport is fundamental to sustaining economic growth and spreading prosperity throughout the world, fulfilling a significant social as well as an economic function. Maritime transport as all other branches is served by people, who must be well trained and educated.

At present modern maritime universities are focused on the principal directions of the maritime education, including the objectives on creating a new competitive image of the merchant shipping industry, supporting maritime industry through scientific and technological development in order to improve work in the field of merchant shipping. The result of set tasks first of all depends on professionals working in the branch, on their educational and cultural level. In order to fulfill the requirements of the modern marine industry a number of international purpose-oriented documents and programs have been developed. A number of amendments to the International Convention for the Safety of Life at Sea (SOLAS), the International Convention for the Prevention of Pollution from Ships (MARPOL) and the 1988 Load Lines Protocol which entered into force or took effect from 1 January 2014 must be observed. Another important document is STCW (Standards for Training, Certification and Watchkeeping) Convention and newly proposed changes admitted at Manila and famous as Manila amendments.

It is impossible to know everything. It is enough to understand. In this connection the notion «Profile» is of great importance. Profile is the set of significant for specialist fragments of branches which he/she deals with in his/her professional activity.

The modern state of merchant shipping is characterized by need for the specialists possessing poly-profile knowledge and corresponding skills. Poly-profile competence provides competitiveness of both specialists and branches in which they work [2].

The concept «profile» includes a set of the typical features describing a profession and determining requirements to professional training of the future specialists. Poly-profile competence is understood as the integrated ability consisting of a number of competences, necessary for specialists of different professions, including organizers of the collective actions acting in integrated unity, adequate to the decision of poly-profile-communicative tasks [1; 2].

We consider a poly-profile profession as a system of poly-professional problems, forms and kinds of professional work which content is characterized by complexity and variety of the objects from different profiles included in it.

Existence of poly-profile professions dictates the necessity of development of adequate system of pedagogical support for training of specialists capable independently to analyze the unity of profile

structures in certain industrial activity. It causes the necessity of creation of the new scientific concept of construction of a system of pedagogical support for training of the specialists possessing with poly-profile competence. Pedagogical support means a set of different resources and conditions, necessary for the arrangement of efficient educational process [2].

We would like to emphasize, that poly-profileness means knowledge of profiles of different professions, and communicativeness is the ability of the person providing efficiency of his communicative activity and psychological compatibility with participants of communication. Set of profile knowledge and communicative abilities represents integrated unity, development of which is provided by the system of pedagogical support of poly-profile training of specialists.

Activity of specialists, working in merchant shipping is considered as poly-profile one, training for which is stipulated by the strategy of development of maritime transport, defining priority problems of development of branch of merchant shipping and representing a system of various projects and programs.

The analysis of activity of specialists working in branch of merchant shipping, has shown, that the knowledge got within the limits of training on a certain specialty (navigation, technical operation of transport radio equipment, marine and coastal environmental issues, maritime administration, maritime commercial law, logistics, marketing and port management, etc.), is insufficient. Specialists working in the field of sea transport should have knowledge, skills for providing carriage of goods by sea; realization of actions on complex and balanced development of fleet; safety of fleet, timeliness of delivery and safety of cargoes, etc. The range of profiles included in a field of their activity is wide enough, and knowledge of the basic profiles promotes increase of competitiveness both a specialist, and the enterprise at which he works.

Modern specialist must possess professional erudition and the competence based on cultural, communicative, administrative, foreign language speaking, pedagogical, legal, economic and special knowledge and skill to solve complex industrial poly-profile issues and problems [3; 6]. It will help to comply with the top priority of the transport policy, i.e. the formation and development of a modern transport infrastructure capable of providing enhanced movement of cargoes and passengers, reduction of transportation costs and establishment of conditions for growth of the national economy and strengthening country positions in the world market.

2. The system of pedagogical support of poly-profile training

Maritime Education represents a key component in the system of measures providing development both branch, and the country as a whole, that is expressed in constantly growing requirements to quality and a level of future sea specialists training. As a guide we can apply to Manila amendments, which stipulated a list on competences, necessary for seafarers.

There is a contradiction between objective need of branch of merchant shipping in expansion of profiles of training of the future marine specialists, formation competences of specialists of different professions and earlier system of their training focused on narrow profile area of professional work.

Due to this issue, we have worked out and theoretically proved the model of the system of pedagogical support of poly-profile training of marine managers, and conditions of its implementation [2]. An initial position in creation of this system was the substantiation of a model of the person of the expert-professional, his social and professional status in the field of merchant shipping, and its implementation in didactic system of professional poly-profile training. The social need in marine specialists also finds the reflection in experience of their training, which assumes interactivities of participants of educational process: the teacher, his (her) assistants and trainees.

The main methodological requirement to the system of pedagogical support of poly-profile training of marine specialists is the consideration of its integrity in view of interaction of components and connections among them, influencing on development of the system, and branch in which they will work.

In a basis of construction of the system of pedagogical support of poly-profile training of marine specialists external and internal regularities are laid down. *External regularities* include: interconditionality of poly-profile training and social and economic need of the branch; a poly-profile-communicative orientation of the contents of training; interaction of pedagogical and industrial pro-

cesses; developing character of poly-profile training. *Internal regularities* reflect: relations among individuals of educational process; variability of application of means and methods depending on the content of kinds and forms of their activity. The allocated regularities characterize it as complex structure and reflect steady interrelations and interrelations of the basic components of the system that allows predict its development.

The system of pedagogical support of poly-profile training of marine specialists was constructed on the base of the principles (systematic, integrativeness, poly-profile focusing, the social conditionality, modularity, continuity, the technological effectiveness, culture interrelations), conformation with which provides not only the integrity of construction and interrelation of the components included in the system, but formation of poly-profile competence and interrelation of the content, methods and forms of teaching and educational process.

The offered system of pedagogical support of poly-profile training of marine specialists carries out the following functions: *synthesizing*, providing integrity of poly-profile training and providing interrelation of all subsystems; *projecting*, providing use of the significant information for definition of prospect of formation of poly-profile-communicative competence; *constructive*, defining construction of the content of the training adequately reflecting in educational process, poly-profile focusing of the content of industrial activity, communicative character of interrelations with subordinates and partners, pedagogical character of activity in preparation of executors for the solving problems new to them, features of activity in long time voyages, the importance and opportunities of English language in professional activity of specialists and in their training; *information-educational*, reflected in technology of the doctrine; *organizing*, which is realized in a choice of educational technologies, and their applications in view of the poly-profile information on activity of a marine specialist and his possible partners; *communicative*, providing participating of students in set of various situations of the communication adequately reflecting activity of a marine specialist; *socially-pedagogical*, stipulating social role of poly-profile training of the future specialist, its dependence on social and economic development of a society; *poly-profile focusing*, expressed in the fact that training of the future marine specialists is defined by professional, educational, social, economic and cultural factors. This fact causes choice and development of technologies of poly-profile training [2].

The specified regularities, principles and functions provide penetration into essence of the investigated system which consists in revealing the steady links mediating integrity of educational process and its orientation to perspective needs of the market.

The offered system of pedagogical support of poly-profile training of marine specialists includes the following components: normative, scientifically-informative, social and psychological, scientifically-methodical and technological support. Each component has its own structure and the content defining its purpose and functioning:

Normative support provides duly granting and studying of normative documents. *Scientific and informative support* assumes collecting and preparation of information on results of researches in the field of merchant shipping and involving students in creative and scientific activity. *Social and psychological support* assumes the use of actions connected with conditions of maritime branch. *Scientific and methodical support* covers analysis of a professional field of a marine specialist's activity, development of forms, methods of poly-profile training, a substantiation of principles of content construction, providing formation of poly-profile communicative competence. *Technological support provides* the arrangement of the educational process [2].

Due to recommended volume of the article, it is difficult to consider all mentioned components of the created system, therefore we shall stop only on the two – scientifically-methodical and technological components, which have a practical direction and stipulates choice of the content of maritime education.

3. The poly-profile communicative approach

It has been abovementioned, that the overall performance of merchant shipping depends not only on technique, but also on correct management and activity of specialists, therefore it is necessary to improve the content of their education constantly. While designing the content of training of the future marine specialists it is necessary to point out, that their training should be both subject to social

and economic needs of a society, and also to be directed to development of individuality of the person and his self-actualization. The content of education of the future marine specialists must provide adequate reflection in educational process such aspects of their activity as poly-profiledness of subject content, communicative character of mutual relations with subordinates and partners, features of activity in long-period navigation, the importance and opportunities of English language in their professional activity.

In this connection, developing scientifically-methodical support as a component of the system of pedagogical support, we have defined a complex of characteristics of marine specialists' professional work. They include: often removed territorial arrangement of objects of management; interaction with representatives of speaking another language culture; decision-making; knowledge of economic and legal features of the countries of partners; knowledge of the international conventions, free knowledge of foreign language; knowledge of objects of partner's interaction; the communicative competence and formation of emotional intelligence. Taking into consideration these characteristics at designing the content of marine specialists' education we are able to improve a level of their training.

Professional poly-profile activity of a specialist, working in the field of shipping is sated by the complex content having not absolutely usual connections among its components. It resulted in necessity of development of the poly-profile-communicative approach, the support on which at selection of the content of their education will allow to improve process of their training and to realize professional training as complete structure, strengthening a poly-profile direction.

The innovative poly-profile-communicative approach developed by us and applied to designing of the content of education and construction of educational process, assumes: the analysis of poly-profile cognitive problems, industrial and cultural features of activity of partners, including, foreign, and the organizations of communicative actions of all participants of the decision and realization of professional tasks. Poly-profile-communicative approach means the set of relations and methods of organization and educational process arranging as in view of character of the future poly-profile activity of a specialist. Its application to future marine specialists' training provides: arranging of all educational process of training aimed at formation of poly-profile competence; generalization and ordering of the content of training, its components reflecting poly-profile essence of communications of marine specialists; continuity at all stages of education; effective utilization of inter-subject connections at construction of the integrated program for training; formation of complete system of poly-profile knowledge, ways and the kinds of activity necessary for future marine specialists.

The main principle of construction of the content of education of future marine specialists is the principle of poly-profile competence. The grounding on the specified principle allows form at the future the unity of adequate understanding of essential profiles of branch to which it is necessary to adjoin in future activity, and it also promotes construction of the theory of training to complex educational meta-courses.

4. The organization of educational process

The quality of Maritime Education and Training system is an issue which strongly impacts worldwide the competitiveness of the shipping sector. However Maritime Education and Training system is a really expensive as it requires high investments and incurs high running costs. Owing to evolution of technology, increased globalization in economy Maritime Universities have to catch up with the technologic advancements and to improve the quality standards in order to remain viable and competitive. In this connection the following component – technological support of the system of pedagogical support of poly-profile training of the future seafarers is considered. Here, we offer to consider two models, necessary for educational process arrangement: procedural model and conceptual model.

The procedural model of formation and development of poly-profile-communicative competence of students represents the educational situation considered by us as a set of conditions which performance is necessary for existence of educational process. It should be arranged on the basis of the analysis of professional poly-profile activity of specialists [3].

Functional blocks (readiness of students for actions on formation their poly-profile-communicative competence; readiness of a teacher for formation poly-profile-communicative competence of students; means of formation poly-profile-communicative competence of students) are allo-

cated as components of the system of activity as structures reflected in them are components of real activity.

During formation of a situation, its component structure is defined, functional interrelations among components are established and there is a development of separate components by way of providing achievement of the purpose – readiness of process of competence formation. At functioning process, this situation continuously changes owing to enrichment of a current condition of erudition of students.

The precise organization of educational functional system during training of future seafarers allows correspond to changes of requirements for a level of the specialists in connection with constant development of the branch, and to rate of mastering of a material. Influence of separate components can be changed under different circumstances, nevertheless, this is a self-organizing system which, finally, leads to formation of poly-profile communicative competence.

While creating the conceptual model of poly-profile training of future marine specialists on an example of foreign language studying on the basis of integration of the content of their education, we were based on a fact that specificity of the complex system including integration of various areas (professional, cultural, economic, legal, pedagogical and speaking another language), is not settled by features of components making it, and roots, first of all, in character of connections among key components. Result of such integration is the formation of poly-profile-communicative competence. Also as an innovative approach we offer to consider use of process of foreign language studying not only as mean of training, but also as the integrating factor, which can lead to change of character of cognitive activity of students (fig. 1).

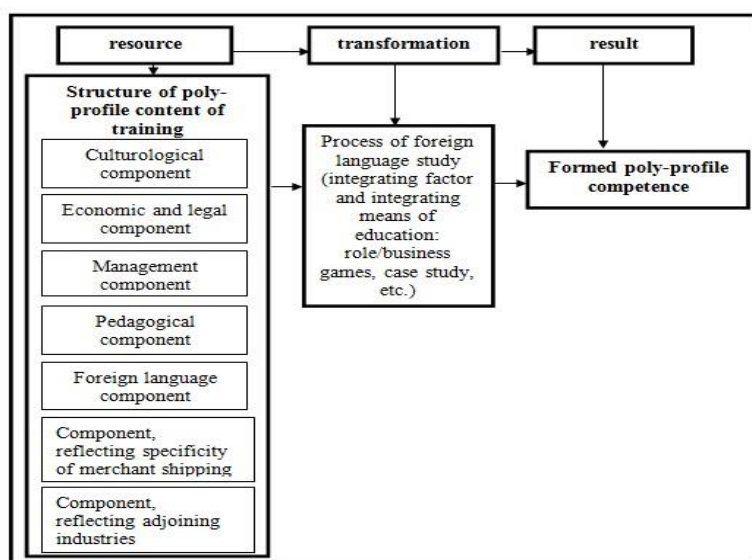


Figure 1. A model of poly-profile training of future marine specialists.

Admiral Ushakov State Maritime University (Novorossiysk. Russia) through all members of the academic community, promotes the concept of innovative university, with specific interests towards practices allowing educational activities to focus on students' needs. As an example let's consider educational functional system used during training of marine specialists on one of levels of concreteness, for example, at a level of studying of an integrated course.

The integrated courses consist of a number of educational situations, the role games, case study, constructed in certain sequence and reflecting activity of future specialists. The system of purposes is formulated in the form of a list of qualities and ways of performance of activity which should be generated while any lesson, at the integrated courses studying. Gradual study of a content of each subsequent course, filling them by poly-profile information provides the process of transition of a trainee from the position of object of influence of the teacher to the active subject (individual) of educational process.

Mastering of the integrated courses helps to reveal a non-standard thinking, to stimulate cognitive interest that leads to development of ability to analyze the industrial situations resulted from circumstances, peculiar to objects of activity of specialists, working in different sectors of merchant

shipping. The integrated courses filled by poly-profile information, can be considered as a part of direct connection of the educational process with future practical activities. Studying of the integrated courses in foreign language has a double effect, promoting increase of a competence level. Using the process of foreign language studying as means of training of the future poly-profile activity extends cogitative activity of a trainee. Enrichment of professional and skill of foreign language speaking takes place.

5. Business games for maritime specialists training

At a stage of structuring of an integrated content of business games potential poly-profile communications are laid down. There is a selection of a material chosen for study, i.e. material, relevant to different circumstances, typical for different spheres and professions, involved in one professional field – maritime business. Moreover, necessary educational conditions of poly-profile-communicative competence formation are created. The method widely applied during training of future specialists is the case study method, which assumes transition from a method of accumulation of knowledge to active, real practice [7; 8]. It is often considered as one of the most popular approach in a world practice of improvement of professional skill. The purpose of the given method is the formation of skills to analyze available information, to reveal the basic problems, to see alternative ways of the problem decision, to estimate risks, to make the optimum decision and to formulate the program of actions. The practical situations usually offered for discussion, include following stages: acquaintance with a situation → revealing of problems → the analysis of an available information → a formulation of alternative decisions → an estimation of the offered alternatives → representation of decisions. Application of the given method has special value for business games arrangement [4; 7].

It is well known, the business game, based on case study, used in educational process as didactic means, possesses a number of the features overcoming lacks of traditional methods of training. It provides system of representation of an educational material, approaching students to real conditions of generation of needs for knowledge and their practical application that develops intelligence of the educational process, personal activity, opportunity for transition from cognitive motivation to professional one.

Secondly, the business game permits to recreate structure and functional parts of the future professional activity in a game training model that gives set of training and educational effect due to maintenance of transition from the organization and regulation of activity by the teacher to self-control and self-organizing of activity by student.

At last, it has enough ample opportunities to use information in function of means of regulation quasi-professional activity that transforms this information into knowledge. These advantages of business game should be considered at didactic games used during professional training. The most exclusive fact is the connection of personal and operational aspects of student's activity in game therefore the Subject of a game – a student – finds adequate personal sense in educational activity.

However, it is necessary to consider social and psychological complexities and difficulties objectively arising out during business game arranging by virtue of inconsistent character of development of relations in groups, the complexities, connected with the organization of a game, with knowledge of specificity of a future professional work of a student. This fact acts as one of the specific pedagogical condition of training process arrangements. Namely, the business game provides opportunity to design and modeling of future poly-subjective relations, communicative connections with involving of representatives belonging to different spheres that lead to formation of poly-profile competence of a future lawyer.

Usually business games are realized while group work, that requires involving all participants of a game in communication. This method of training is considered as the form of communication and can be used as means of training activity.

While realization of business games students (we consider it on example of future maritime lawyers training) learn to:

- understand thoroughly characteristics of the major IMO conventions and regimes of maritime zones under Conventions;
- understand the rules of international law interpretation and compare them with domestic rules of statutory construction;

- identify and discuss trends, developments and challenges presently facing the maritime industry;
- analyze factual and legal issues relating to current maritime security threats by critically examining past decisions and predicting future ones;
- understand the legal obligations of coastal states to establish and maintain effective forces to respond to various accidents on its coastline;
- gain an understanding of the different types of maritime crime and acts of maritime violence;
- understand the different historical, legal, political, economic, and other issues of maritime industry and so on.

The formation poly-profile competence demands serious preparation of a tutor, as carrier of the poly-profile information and intermediary between a field of activity of maritime law and the future lawyers, capable to work in this branch. The erudition of the tutor defines success of the used method. In business games arrangement the tutor is no longer the giver of knowledge, the controller, and the leader, but rather a facilitator and a resource for the students to draw on. Of course their (tutors’) role may change from one activity to another and if they are fluent at making these changes their effectiveness is greatly enhanced [2; 3].

As an example we provide the scenario of the business game, designed for lawyers’ training.

1.	<i>Case Name</i>	Responsibility for unsuitable container
2.	<i>Key events</i>	Three containers containing 950 cases of black tea were carried from Shanghai to Hamburg. Due to the fact, that one container was not clean, 350 cases of carried tea were damaged. The container was provided by the carrier and stuffed by the forwarder. The Plaintiff was the cargo insurer, the defendants were the carrier and forwarder respectively. At first instance both defendants were found liable. The carrier appealed, but the appeal was dismissed.
3.	<i>Main points in the case</i>	1. Nature of the container (whether it is cargo, an article of transport or part of the ship has never been settled). 2. Responsibility for unsuitable container (having determined that the container is part of the ship, it was difficult for the court to hold that the carrier was liable for the suitability of the container and this was part of the carrier’s obligation of seaworthiness). 3. Unsuitable container and liability limitation.
4.	<i>Contributing factors (N.B! These factors are not listed in order of importance).</i>	1. Under Chinese law, containers provided by cargo owners are a kind of goods. 2. The Maritime Code says nothing about containers provided by the carrier. 3. The cargo owner should usually inspect the container before filling it. 4. A clause in the contract evidenced by the B/L contained a clause «if a container has not been filled, packed, stuffed or loaded by the Carrier, the Carrier should not be liable for loss of or damage to the contents and the Merchant shall indemnify the Carrier if such injury, loss, damage, liability or expense has been caused by the unsuitability or defective condition of the container which would have been apparent upon reasonable inspection by the Merchant at or prior to the time the container was filled, packed, stuffed or loaded». 5. Under the Hague Rules the seaworthiness liability is the minimum obligation of the Carrier, and cannot be derogated from. 6. The «period of responsibility» of the Hague Rules provides for the time at which «loss of or damage to the goods» happens, not the reason why the loss happens.
5.	<i>Possible causes</i>	– human factors (failure to comply with regulations, negligence, etc.); – environment factors (adverse weather, etc.); – technical factors (structural failure, etc.); – mechanical failure (electrical failure, inadequate maintenance, etc.).
6.	<i>Assessment</i>	1. The experts record the work of each individual and working groups on each stage. 2. Self-control.

Students need to know how and for what they are being assessed. It will help them to have clear ideas of what they need to concentrate on in future. So, feedback encompasses not only correcting participants of the game, but also offering them an assessment of how well they have done.

The feedback lets participants reveal and come over the difficulties which have arisen out from interpersonal communicating. Use of a feedback allows them achieve high efficiency in work.

The idea of the feedback should be used at creation of model of future lawyers training. During carrying out of role and business games students often appear in inconvenient position, in front of alternatives and, to help them to estimate carried out actions, the tutor's assistant who in this case carries out a role of «approbatory push» is necessary.

The term «approbatory push» in pedagogics for the first time has been offered by E. Malinovichka, who marks, that «Owing to realization of «an approbatory push» there are conditions promoting the further course of a dialogue. The trainee comes to condition of satisfaction by the executed action. Positive emotions promote the approach to following action with good mood. Doubts in correctness of made conclusion disappear. The trainee relies on it while other actions performing» [5].

The role of the «approbatory push» is carried out either by the tutor, or other participants of a dialogue. The essence of the feedback is that information on correctness of the decision during educational games, about influence of behavior of a person on other members of a group let them see the correctness of the made decision.

The feedback acts as means of individual development and self-actualization. The task of the tutor is to watch a chain of events during educational games, solving, what amendments need to be brought. The interpersonal dialogue during role games encourages the participant of the group to formulation of own assessment [2].

Of course, while performing roles in a business game, students can make different decisions. It's necessary to remember, even if the decision is different to the expected one, or it is not well grounded, its significance cannot be ignored. Business games are effective when they give opportunity to students to be more forthright in their opinions and behavior than they might be when speaking for themselves, since they do not have to take the same responsibility for what they are saying. Moreover, by broadening the world of the classroom to include the world outside, they let students use a much wider range of language than some more task-centered activities may do.

Business games in the process of training enable students to reflect on the significance and inter-relationships between issues of maritime policy through reference to practical examples and a range of sources. It will also give them an enhanced critical awareness of the factors influencing the formulation and implementation of policy, and teach them to use sources, with critical insight.

6. Situational and functional approach to training

Next model we are going to describe is *the conceptual model* of training of marine specialists. It can be considered as a technological component, based on kinds of future activity adequate forms of the organization of educational process and technologies of training, connected with educational process [1].

Carefully selected scenario and role and business games give opportunity for the tutor to initiate a discussion, to support students while games arrangement. Students will no doubt discover that different options and outcomes are possible. This may give rise to a detailed exchange on different issues, relating to marine practice. It might lead to consideration of what a lawyer's role is when appearing for the prosecution or defense. After detailed debate the business game could be re-run.

For this strategy, special emphasis is given to the Situational and functional approach to constructing the process of the training course [2; 3]. Under this approach conditions of the organization of process of the future specialists training include:

a) creation of the situation developing imitation of a poly-profile and communicative industrial issues, current erudition of a student, readiness of a program and means of quasi-professional actions performance;

b) performance of these actions, tracking of their current results, correction and the further development on their basis of carried out actions;

c) use of modern forms, methods, means of educational process (material and ideal means, information technologies, distant training, creation of the conditions simulating the future industrial poly-profile relations) (fig.2).

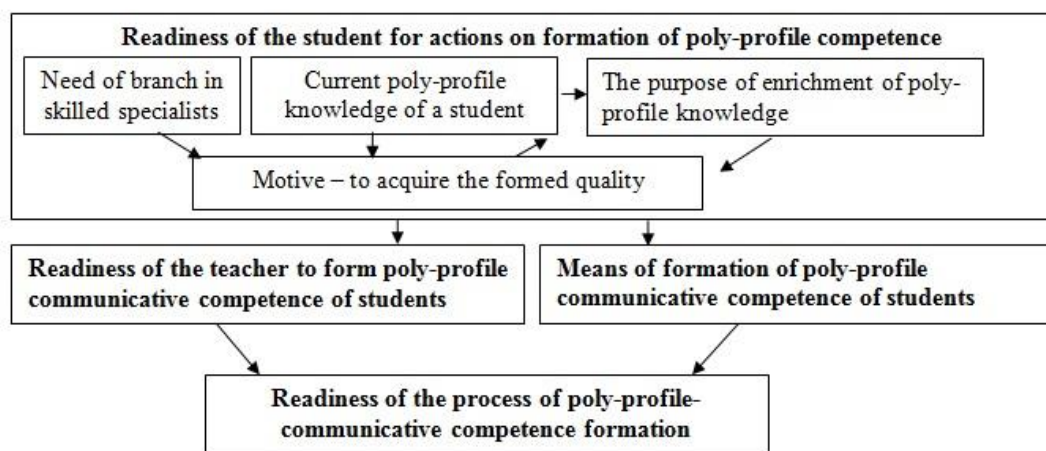


Figure 2. Situational and functional approach to constructing the process of the training course.

Transition of participants of the training process from a simple educational situation to a situation on the basis of integration of the content of training has inconsistent character. On the one hand, it is carried out to provide readiness of process of formation of poly-profile communicative cognition at students. On the other hand, this transition consists in increase in quantity and complication of the processed facts and theoretical knowledge about various objects of activity of lawyers and objects of activity of his partners with the purpose of change of its quality, creation of cumulative integrated ability – poly-profile and communicative competence.

Business games arranged on the base of educational situation are developed on the ground of the analysis of the future specialists' activity, having poly-profile character. During formation of the educational situation its component structure is defined, functional interrelations among components are established and there is a development of separate components in view of achievement of the purpose – readiness of the process of formation of the competence. While the process occurs, this situation continuously changes owing to enrichment of a current condition of students' erudition [2]. Learning on base of business games, reflecting poly-profile functional nature of the maritime branch challenges students to learn through engagement in a real problem.

7. Conclusion

The spectrum of marine specialists' activity is very wide. It covers shipping, navigation, forwarding, logistic, agency organizations and so on. Besides, the international carriage of goods includes accompanying works and services: warehousing, preparation of a cargo for shipment, loading, unloading, handling, care of cargo, information service of clientele, etc. Structure of profiles dictates necessity of poly-profile training of specialists for service of the branch. Conditions, in which it is necessary to realize these tasks, are characterized by a great variety and complexity that define requirements to quality of marine specialists training. In this connection the the offered innovative methodological approaches – poly-profile and communicative – to the design of content of maritime education and situational and functional approach to constructing the process of the training can be considered as a ground for successful learning outcome – poly-profile and communicative competence.

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