



TUTORIAL SUPPORT FOR THE DEVELOPMENT OF ENVIRONMENTAL COMPETENCE OF FUTURE SPECIALISTS IN SHIP NAVIGATION

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Abstract

The relevance of the research is determined by the fact that in modern society, one of the main ways to ensure sustainable development of society in the context of signs of environmental crisis is the formation of environmental competence, the inclusion of environmental safety factors in the context of professional training and formation of future specialists.

The aim of the research is to identify and substantiate the most important aspects of tutor support for the formation of environmental competence of future specialists in ship navigation.

Methods: theoretical methods of systematic analysis of philosophical, psychological and pedagogical literature to reveal the main provisions of the problem under research; analysis of current dissertation research; generalization and systematization to formulate own views on the problem of forming the environmental competence of future specialists in ship navigation.

Results: various aspects of the concept of tutor support for the formation of environmental competence of future specialists in navigation are analyzed. The peculiarity of the research is the identification of innovative productive conditions and means of environmental education in higher education. Based on the idea of the need to organize purposeful environmental and vocational education, based on the use of active, practice-oriented teaching tools and technologies, the tutoring support is characterized, which allows the student to act as an initiative subject performing personally meaningful activities aimed at meaningful solution of ecological problems and improvement of the environment. The principles of the tutor form of interaction between teacher and student, the essence of the tutor's position and tutor support in the process of forming the environmental competence of future specialists in ship navigation are determined. Support, accompaniment, and facilitation are considered as effective forms of tutoring. Explaining the importance of openness of the educational and socio-cultural space within which the formation of environmental competence is carried out, the forms and technologies, as well as key aspects of tutoring support for the formation of environmental competence of future maritime transport specialists are listed.

Conclusions: the prospects of using tutoring are due to the possibility of implementing a personal education strategy and the variability of using various resources of the socio-cultural environment based on the student's own potential and the content aspects of the main activity. The current ecological situation determines the need for a reasonable and responsible attitude to the environment. At the same time, the success of environmental protection and nature-transforming activities depends on the level of maturity of ecological thinking of specialists providing all spheres of life. The formation of high levels of environmental competence is the basis for the development of citizenship and patriotism, and therefore requires the search for effective approaches, forms and methods. Tutoring support in the framework of the formation of environmental competence of future maritime professionals allows to create optimal conditions for the actualization and development of a responsible and proactive attitude to the problems of preserving and improving the environment through a special emphasis on the manifestation of activity and initiative during professional activities to solve environmental problems and environmental protection, drawing up and implementing a personal trajectory of professional development of the student, development of the socio-cultural, communicative, leadership, and moral potential of the future specialist, which will allow the student to form his or her own environmental behavior model and effectively carry out professional activities based on the experience of solving environmental problems.

Introduction. Today, humanity is experiencing an era of the most intense exacerbation of relations with the environment, a time of increased frequency and scale of adverse natural and technogenic phenomena, when everyone should possess basic knowledge of ecologically rational activities and the ability to forecast impending threats from the environment at least in the near future. The dissemination of such knowledge and the development of skills are envisioned within the framework of environmental education. Environmental education should be viewed as part of the general educational preparation of learners; its goal is to foster an ecological culture. Over the last decade, environmental protection issues have become the most pressing problems requiring resolution by humanity. Special studies conducted by scientists from various countries have shown that reckless use of natural resources and unrestricted waste disposal, particularly into seas and rivers, have created a danger of irreversible processes in the biosphere, thus posing a threat to human life.

The development of oceanic resources, the exploitation of the continental shelf, and the intensive development of shipping and marine product extraction cause significant environmental damage. In the last decade, due to accelerated scientific and technological progress, signs of an anthropogenic ecological crisis characterized by uncontrolled use of natural resources have become increasingly apparent. Pollution of the World Ocean has reached alarming proportions (Kunah & Zhukov, 2021).

Professional ecological training of marine professionals, including future shipmasters, is a multi-faceted process that includes forming a scientific system of knowledge in the interaction of nature and society, in the field of international environmental legislation, cultivating a humanistic world perception, and shaping ecological convictions. This is important as shipmasters have a significant impact on the environment through the operation of vessels and the use of marine resources. Marine professionals from Ukraine carry out professional activities in various countries and continents, which significantly emphasizes the enhancement of their professional ecological training (Simanjuntak, 2023).

During the research of the **results** of scientific research by domestic and foreign scientists on the

issue of forming ecological competence, it was discovered that general issues of the theory and practice of ecological education were addressed by scholars such as G. Galiyeva, O. Gerasimchuk, O. Gurenkova, N. Kurilenko, O. Lytvynova, L. Lukyanova, L. Tytarenko, N. Oliynyk, N. Pustovit, I. Syaska, L. Chopenko, A. Chochman, L. Steg (L. Steg), M. Zint (M. Zint), and others. Various aspects of the ecological competence of future marine specialists were studied by M. Babishena, V. Voloshin, V. Dobrovolska, A. Huz, O. Gurenkova, V. Istomin, S. Levkivsky, V. Pozdnyakova, A. Svarichevska, T. Kharchenko, V. Shmakov, A. Yatsyk, M. Simanjuntak, and others.

In the current research, we relied on the conclusion of A. Svarichevska (2018) that "a holistic solution to the task of forming the ecological competence of future shipmasters requires a comprehensive approach. Moreover, for the effective formation of ecological competence in shipmasters, it is necessary to consider factors such as the use of modern methods of teaching and education that promote the development of ecological awareness and motivation for ecologically safe activity, and ensuring the accessibility of educational programs for all shipmasters, regardless of their age, experience, and level of education."

Therefore, issues related to identifying the specifics of professional ecological training in maritime-oriented educational institutions within the context of a competence-based approach, as well as methods and forms of effective ecological training, require further thorough research.

An analysis of the scientific literature and educational practice has shown that creating favorable conditions for the development of ecological competence in future specialists allows for the organization of tutor support (Demyanenko, 2008; Sytnyk, & Dehtyarova, 2020). Researchers such as S. Zhurkina, O. Komar, D. Sytnyk, R. Sharan, G. Bailey, J. Kitchens, Ch. Natson, and E. Hays highlight the prospects of tutorship, which is conditioned by the possibility of implementing a personal educational strategy and the variability of applying different resources of the socio-cultural environment

based on the student's own potential and the substantive aspects of the main activity.

The goal of the research is to identify and substantiate the most significant aspects of tutor support in the formation of ecological competence of future ship navigators.

Methods. To solve the research tasks, theoretical methods of systemic analysis of philosophical and psycho-pedagogical literature were used—to uncover the main propositions of the problem studied; analysis of current dissertation research, generalization, and systematization were employed—to formulate personal views on the problem of forming ecological competence in future ship navigators.

Results and discussion. Among the diverse problems that have arisen before humanity in recent decades, the global ecological crisis has acquired particular significance. A productive approach to solving contemporary society's ecological problems is based on forming a new type of human-nature relationship. The scale and realism of the risks of a global economic crisis underscore the necessity of considering the 'ecologicalness' of all human activities without exception.

Ecological education, aimed at forming value orientations in people that enable them to realize the multifaceted significance of nature and its surroundings, developing an ecological worldview, ecological culture, and thinking based on principles of personal responsibility for the fate of the environment, is one of the main ways to ensure sustainable development of society. The need to change the way of thinking and behavior through quality education in favor of sustainable development for all, regardless of social conditions, thanks to the use of new approaches to learning, development, and education of global citizenship, is a fundamental idea in the documents of the United Nations (UN) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), such as the UNECE Strategy for Education for Sustainable Development.

In our view, the priority for implementing this task is to work on developing ecological competence, incorporating environmental safety factors into the context of professional training, and the development of future specialists. Researchers defining the structure of a specialist's professional training identify the main direction aimed at the comprehensive development of a student's personality,

which seeks growth and further enrichment of their educational potential.

Analyzing the content of traditional training for future officers of the civilian maritime fleet, researchers L. Lukyanova and O. Gurenkova note that there is a certain separation of sailors from the natural environment, which is reflected in the achievement of significant technical innovations without considering their impact on natural systems, both social, economic, and ecological, without aiming to reduce the risks of unwanted interventions in these technical systems (Lukyanova, & Gurenkova, 2008, p. 24). Ecological education is a continuous process of teaching, upbringing, and development of personality, aimed at forming a system of scientific and practical knowledge and skills, as well as value orientations, behaviors, and activities. The system of ecological education includes such principles as humanism, scientific approach, integration, continuity, systematic approach, and interconnection of revealing global, regional, and local aspects of ecology.

Studying ecological aspects will help future navigators understand the impact of their activities and enable them to make decisions aimed at reducing negative environmental impacts. Teaching sustainable maritime practices and methods is another important component of maritime education. Cadets must learn to manage ships ecologically responsibly, minimize emissions, and effectively respond to ecological incidents (Svarychevska, 2018).

Ecological education performs the following pedagogical functions:

- promotes the formation and development of a unified world view in the minds of learners;
- is an essential component of the humanization of all education;
- develops general educational and human skills to predict one's own activities and the activities of others;
- expands the possibilities for moral education during the learning process.

Ecological competence is a personality formation that has purely cultural origins. That is, an ecologically competent person is distinguished by the fact that they know, can, understand, value nature, and care for it because they are bearers of ecological culture, which in turn is built and manifested in a specific worldview and behavioral stereotypes. The ecologization of education means forming a

new understanding of the world and a new approach to activity, based on forming noosphere-humanitarian and ecological values.

The formation of ecological competence in future specialists must be an integral process and include aspects such as consolidating ecological knowledge; developing skills aimed at conserving and protecting the natural world; acquiring specific experience in participating in ecological activities; forming ecologically oriented personal aspects.

An essential condition for the productive formation of ecological competence is the continuity of work in this direction, as an analysis of educational practice reveals certain stages in the development of a conscious and responsible attitude towards the surrounding reality. The specificity of the university stage of ecological education of the individual is characterized by its connection with theoretical and practical aspects of professional training and consistency with the content characteristics of future professional activity (Hurenkova, 2009; Gerasymchuk, 2015).

From the perspective of psychologists, the attitude towards the environment is formed through the interaction of the emotional, intellectual, and volitional spheres of human psyche. Therefore, the implementation of ecological education tasks requires a review not only of the content of education but also of the forms and methods of teaching. It is necessary to prefer methods, forms, and instructional approaches that:

- encourage students to continuously enrich their knowledge about the environment (business or scenario role-playing games, conferences, discussions, student research, and presentations);
- foster the development of creative thinking, the ability to anticipate the consequences of human activities on nature through methods that develop intellectual skills: analysis, synthesis, comparison, establishing cause-effect relationships; and also traditional methods: discussions, observation, experience, laboratory work with a predominance of heuristic cognitive activity of students;
- promote the development of research skills, abilities, teach making ecologically sound decisions, and acquiring new knowledge;
- engage students in practical activities to address local and regional environmental issues (identification of rare and endangered species, protection

of nature from destruction, determining risk factors in residential areas, promoting ecological knowledge).

In our view, the use of a facilitative approach to education (from English, facilitate – to assist) is effective in the process of forming ecological competence, where the teacher does not act as the sole source of knowledge but assumes the role of a guide, advisor; case research method or situational analysis (case method, situational method); discussions, pair and group discussions, as well as methods to stimulate creative activity (brainstorming, decision tree, morphological analysis, dialogic learning, especially in problem-search dialogue). Thus, the key in forming ecological competence should not only be updating the content but also updating the learning technologies.

Expanding on the idea of organizing ecological and professional education based on the use of active and practice-oriented learning tools and technologies, let us turn to the analysis of tutorial support, which allows preparing the student for initiatives related to meaningful problem-solving in ecology and improving the environmental situation. A tutor (from English tutor and Latin tueur), means a coach, educator, group leader, pedagogical mentor, student assistant, advocate, etc. (Balla, 2006, p. 578). Tutoring is a special form of pedagogical and psycho-social activity, which in the context of forming ecological competence of future marine professionals can take such effective forms:

- tutoring as a type of support, primarily aimed at the formation of subjectivity in the learner, development of the ability to be active and take initiative during professional activities regarding solving environmental problems and protecting the environment;
- tutoring as accompaniment in the process of forming ecological competence through the creation and implementation of a personal development trajectory for the student and the joint activity of the teacher and student (educational, ecological, research, project, etc.);
- tutoring as facilitation, that is, facilitating personal and professional growth of the future marine professional, development of his socio-cultural, communicative, leadership, and moral potential (Demyanenko, 2008; Komar, 2013; Sytnyk & Degtyarova, 2020, and others).

In summarizing, it is noted that the harmonious combination of the aforementioned forms of tutoring within the framework of ecological competence development enables the comprehensive organization of assistance and support to future ship navigators not only in the informational-theoretical aspect but also ensures their personal development as active subjects of eco-oriented self-learning, formation, and self-realization. As it is known, the accompaniment in the process of ecological competence development is one of the types of pedagogical activities that involves establishing common and developmental relationships between the subjects of the educational process. At the present stage of ecological education development, tutor support gradually becomes part of the professional training system and is considered as its important resource component.

In a generally accepted sense, "tutoring" refers to the pedagogical stance of a teacher, which includes the support of personally oriented learning of a future specialist and the joint development of a personal development plan and individual educational program. It is important to understand that the tutorial form of interaction between a teacher and a student is built on the principles of partnership, dialogue, and equality (Demyanenko, 2008; Komar, 2013).

An important condition for effective tutor support is the openness of the educational and socio-cultural space, within which ecological competence is developed. The expansion of possibilities and resources of the developmental environment of the education seeker transforms into the full realization of the inner creative potential of their personality during the development and practical implementation of their professional development trajectory (Komar, 2013).

During the formation of ecological competence in future ship navigators, tutor support is implemented in the following forms: individual tutorial consultation, group tutorial consultation, tutorial, training. Among the methods of tutor support, the following are noted: practice-oriented, problem-based learning, project method, psycho-diagnostic, active learning, analysis, and self-analysis, etc. Tutor support is carried out using modern interactive forms and technologies: project work, portfolio

work, group and individual consulting, training, informational, etc.

One of the means of tutor support is the individual educational program. The individual educational program is a mechanism for the individualization of education, which enables the education seeker to implement their intentions, perceptions of the learning outcome, and the means to achieve it, capturing various strategies moving towards the goal. It represents a program of educational and developmental activities aimed at personal and professional development. It is developed and implemented by the tutor (education seeker) based on personal, cognitive, professional interests, needs, and requests. Such a program is composed considering the individual abilities and needs of each specific education seeker. Traditionally, such a program consists of 4 stages:

During the diagnostic-motivational stage, the initial meeting between the tutor and tutee takes place. The tutor endeavors to determine the educational motives and interests of the student, their level of knowledge, skills, and abilities, their motivation, as well as conditions that may facilitate the learning process or, conversely, complicate it. At this stage, the formation of the tutee's portfolio may begin. Alternatively, if the tutee already has a portfolio, the tutor and tutee can analyze the existing portfolio materials. At this stage, the tutor records important information, conducts necessary independent diagnostics, and reflects.

In the design phase, the tutor independently, or together with the tutee, begins to compose an individual educational program. This program may be amended and adjusted during individual consultations and the tutor's independent work. In this program, it is crucial for the tutor and tutee to articulate, primarily, the goals and objectives of ecological education, which will form the basis of the individual educational program for developing ecological competence in future ship navigators. During this stage, it is important for the tutor to support the tutee's autonomy, activity, and aspiration to build their own learning trajectory (Komar, 2013).

During the implementation phase, the direct execution of the actions anticipated by the designed individual educational program occurs. At this stage, the program may also be adjusted according to the interests and needs of the tutee, as well as according

to the learning conditions and various factors that may affect the program's realization.

At the analytical stage, the tutee's reflection (assisted by the tutor) on the journey that has been taken place, as well as the outcomes achieved at this stage, occurs (Komar, 2013). This stage is pivotal as it fosters the development of adequate self-assessment, the ability to analyze the results of one's activities, and understand the significance and relevance of the work done in terms of personal and professional development. This stage also demonstrates the professionalism of the tutor, reveals possible difficulties, and highlights aspects that merit special attention (Demyanenko, 2008). At the end of this stage, it is crucial to determine the prospects for further development of ecological competence, particularly through self-learning, self-development, and self-improvement.

Significant importance in the realization of tutor support in the formation of ecological competence of future ship navigators lies in the pedagogical potential of extracurricular and educational work in the context of forums, discussions, conferences, round tables, games (business, role-playing), consultations (individual, group), trainings, workshops, practicums, seminars (webinars), tutorials, etc.

The key aspects of tutoring support in the development of ecological competence among future ship navigators include the following characteristics of the pedagogical process:

- Systematic and variable, achieved through a wide range of different types of educational and extracurricular activities performed by the student, as well as the use of innovative educational resources;
- The priority of the educational process being in harmony with nature and the ecologization of the studied disciplines;
- A personalized approach, focusing on unlocking students' internal potential, and enabling the practical implementation of their initiative and creativity based on the educational needs, interests, goals, values, personal characteristics, abilities, and taking into account their experience and educational level;
- Ensuring the establishment and maintenance of interpersonally significant partnerships and interactions based on dialogue, cooperation, and co-creation;

- Democratic, manifested in the freedom to choose and the possibility for the tutee to decline tutoring support or change the tutor;

- Focus on creating and implementing an ecologically-oriented personal trajectory for professional development by the future specialist.

In our view, the foundation of tutoring in the context of ecological education is the idea of freedom of choice and independence for students, within which they can select different professional development trajectories that facilitate the fuller realization of their personal potential.

The effectiveness of ecological competence formation under these conditions is determined by the openness of the tutor's support. In other words, the student independently (but not uncontrollably), based on existing needs and abilities, designs their own personal and professional development trajectory; the tutor provides general support and facilitates the joint search for goals and ways to develop ecological competence of the future navigator. Communication is non-directive and partnership-oriented (Sytnyk & Dehtyarova, 2020). It should also be noted that tutoring support should be continuous and dynamic, i.e., implemented at all stages of professional training, taking into account external conditions and circumstances.

Conclusions. The current ecological situation necessitates a sensible and responsible attitude towards the environment. Simultaneously, the success of conservation and nature-transforming activities depends on the maturity of the ecological thinking of specialists responsible for all spheres of life. The development of high levels of ecological competence is fundamental to fostering citizenship and patriotism, thus requiring the search for effective approaches, forms, and methods. Tutoring support in the formation of ecological competence among future ship navigators creates optimal conditions for actualizing and developing a responsible and proactive attitude towards environmental conservation and improvement issues through a special emphasis on demonstrating activity and initiative during professional activities aimed at solving ecological problems and protecting the environment, developing a personal trajectory for professional development, and enhancing the socio-cultural, communicative, leadership, and moral potential of the future special-

ist. All this will enable the student, based on the experience of solving ecological tasks, to form their own ecological behavior model and effectively carry out professional activities.

Further research perspectives are seen in selecting effective forms and methods for developing ecological competence among future ship navigators, as well as in developing appropriate methodological support.

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ТЬЮТОРСЬКИЙ СУПРОВІД ФОРМУВАННЯ ЕКОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ-СУДНОВОДІВ

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Реферат:

Актуальність дослідження зумовлюється тим, що у сучасному суспільстві одним із основних шляхів забезпечення сталого розвитку суспільства у контексті ознак екологічної кризи пріоритетним виступає формування екологічної компетентності, включення факторів екологічної безпеки до контексту професійної підготовки та становлення майбутніх фахівців.

Мета: виявлення й обґрунтування найвагоміших аспектів тьюторського супроводу формування екологічної компетентності майбутніх фахівців-судноводіїв.

Методи: теоретичні методи системного аналізу філософської, психолого-педагогічної літератури – з метою розкриття основних положень досліджуваної проблеми; аналіз актуальних дисертаційних досліджень, узагальнення та систематизація – для формулювання власних поглядів на проблему формування екологічної компетентності майбутніх фахівців судноводіїв.

Результати: проаналізовано різні аспекти поняття тьюторського супроводу формування екологічної компетентності майбутніх фахівців судноводіїв; визначено інноваційні продуктивні умови та засоби здійснення екологічної освіти у вищій школі; охарактеризовано тьюторський супровід, який дає змогу студенту виступати в ролі ініціативного суб'єкта, що виконує особистісно значущу діяльність, спрямовану на осмислене вирішення екологічних проблем та покращення стану навколишнього середовища; визначено принципи тьюторської форми взаємодії викладача та студента, сутність позиції тьютора та тьюторського супроводу процесу формування екологічної компетентності майбутніх фахівців-судноводіїв; висвітлено ефективні форми тьюторства (підтримка, супровід, фасилітація) та обґрунтовано форми, технології і ключові аспекти тьюторського супроводу формування екологічної компетентності майбутніх фахівців морського транспорту.

Висновки. Перспективність використання тьюторства обумовлена можливістю реалізації персональної стратегії освіти та варіативністю застосування різних ресурсів соціокультурного середовища з опорою на власний потенціал студента та змістовні аспекти основної діяльності. Наявна екологічна ситуація визначає необхідність розумного та відповідального ставлення до навколишнього середовища. Від рівня зрілості екологічного мислення фахівців, що забезпечують всі сфери життєдіяльності, залежить успішність природоохоронної та природоперетворюючої активності. Формування високих рівнів екологічної компетентності є основою розвитку громадянськості і патріотизму і потребує пошуку ефективних підходів, форм і методів. Тьюторський супровід у рамках формування екологічної компетентності майбутніх фахівців-судноводіїв дозволяє створити оптимальні умови для актуалізації й розвитку відповідального та ініціативного ставлення до проблем збереження і покращення стану довкілля через особливий акцент на прояві активності та ініціативності під час професійної діяльності щодо вирішення екологічних проблем та охорони навколишнього середовища, складання та реалізації персональної траєкторії професійного розвитку здобувача освіти, розвитку соціокультурного, комунікативного, лідерського, морального потенціалу майбутнього фахівця, що дозволить студенту на основі досвіду вирішення екологічних завдань сформувати власну екологічну модель поведінки та ефективно здійснювати професійну діяльність.

Ключові слова: *персональна траєкторія професійного розвитку, тьютор, тьюторство, фасилітація, майбутні судноводії, екологічна освіта.*

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