

PROBLEME DE FORMARE A COMPETENȚELOR COMUNICATIVE ALE VIITORILOR NAVIGATORI

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Rezumat. *Formarea competenței comunicative în pregătirea viitorilor navigatori este un proces complex în care componentele comunicative și cele tehnice sunt indisolubil legate. Un nivel suficient de competență comunicativă constă în stăpânirea unor mijloace eficiente de interacțiune profesională care să contribuie la succesul profesional în viitor, care poate fi cunoașterea limbii engleze: în scopul comunicării de zi cu zi; terminologia tehnică în domeniul navigației; termeni medicali; în ceea ce privește legislația internațională.*

Cuvinte-cheie: *competență comunicativă, viitori navigatori, industria maritimă.*

Abstract. *The formation of communicative competence in the training of future navigators is a complex process in which communicative and technical components are inextricably linked. A sufficient level of communicative competence consists in mastering effective means of professional interaction that contribute to professional success in the future, which can be knowledge of English: for the purpose of everyday communication; technical terminology in the field of navigation; medical terms; as for international legislation.*

Keywords: *communicative competence, future navigators, maritime industry*

The problems of increasing the navigators' competitiveness in the international market of maritime transport services are growing over time. The quality of their training in educational institutions is considered to be one of the factors affecting this trend. Modern competitive navigators, in addition to practical experience and an appropriate level of education, should be characterized by a high level of competencies that are formed during their studies at a higher maritime educational institution.

It should be noted that the IMO constantly adopts new directives, regulations and normative acts, which by their nature are aimed at improving safety. This raises or reinforces the question of improving the level of navigators' knowledge of English, the solution of which can also be started in the conditions of specialized training at the maritime educational institution. In addition, the regulated and qualitatively justified requirements, which are clearly prescribed by maritime conventions and regulations, are constantly changing and supplemented in the conditions of the technological advancement of maritime industries and the automation of crew activities.

One of the tasks in the formation of communicative competence of future maritime specialists in the process of studying at a higher maritime educational institution is the ability to study (self-education) throughout life. Forming the specified quality means equipping the future navigator with the skills and abilities of independent activity, teaching him to independently supplement, clarify, critically reevaluate his knowledge with the aim of his further development and use in professional interests. The problem of forming the skills and abilities of independent work with foreign language text material of technical content among students of maritime educational institutions is becoming relevant.

It is well known that the educational process, as a process of transfer, assimilation of knowledge, abilities and skills, involves the use of certain techniques and methods, which collectively form learning methods.

A partial phenomenon of the teaching method is the reception of training, which is purposefully used, for example, to activate the attention of education seekers, prepare for self-study, and develop the ability to work independently.

This is reinforced by the mandatory exchange of information messages in English in all regions of the World Ocean. It should also be noted that today English is becoming the main international means of communication (13% of the Earth's population consider it their native language; 34% - foreign); respectively German (18% and 12%); French (12% - 11%). That is, English is spoken in 51 countries of the world: about 410 million people are native speakers and consider it their native language, and about one billion speak it. This may be an explanation for the fact that English is considered an international language of communication.

That is why the English language has recently become an important tool in professional activities for competitive, mobile navigators. The question of mastering English is also important for the rest of the specialists, for whom learning English is an important guarantee of their future successful career, given the above-mentioned features of professional duties. All over the world, knowledge of foreign languages is considered one of the strategically important aspects of the development of mutual relations and relations. For example, in many countries, maritime specialists receive a substantial supplement to their earnings for knowledge of one or more foreign languages.

It is appropriate to note that the rather low quality of professional language communication of navigators at the official level is often manifested – this problem, among other established problems in professional activity, is often singled out quite acutely, which leads to misunderstandings, which are especially dangerous in emergency situations, and among communication problems on vessels with a mixed crew, the crew members' lack of understanding of inscriptions, instructions, instructions – hence the inability to act effectively in extreme conditions.

The outlined aspects cause the creation of the greatest emphasis on the development of integrative professional, namely, practice-oriented English-language communication with a technical orientation.

In view of the above, we consider it appropriate to be guided by the definition of maritime English formulated by P. Trenkner, who believes that English for Specific Purposes (ESP) covers all means of the English language that can be used as a tool ensuring foreign language communication in the maritime community and contributing to the safety of navigation and the development of the maritime industry [3].

The document that directly regulates the minimum requirements for the education of navigators is the International Convention on the Training and Certification of Seafarers and Watchkeeping of 1978 with amendments of 1995. In the part that concerns the English language for navigators, it provides for a sufficiently high level of professional speech training [1]. Therefore, the formation of communicative competence in the training of future navigators is a complex process in which communicative and technical components are inextricably linked.

In particular, a sufficient level of technical competence consists in the appropriate level of knowledge:

- conditions and organization of the navigators' workplace;
- ship's equipment and facilities;
- structure and functional purposes of devices on the ship;
- means of automation and computer equipment;
- safety techniques and work culture.

At the same time, a sufficient level of communicative competence consists in mastering effective means of professional interaction that contribute to professional success in the future, which can be knowledge of English:

- for the purpose of everyday communication;
- technical terminology in the field of navigation;
- medical terms (in terms of providing first aid, personal consultation with a doctor, etc.);
- from international legislation (rules of conduct and interaction on the water, assistance, safety, etc.).

The constant probability of cooperation with maritime representatives from other countries confirms the need not only to study English as an international language, but also indicates the need to study professional terminology in English already in the process of studying at a higher maritime educational institution.

The basis for the training of future shipping specialists was the industry standards of higher maritime education and documents of the International Maritime Organization in the field of seafarer training and navigation safety (International Convention on Training, Certification of Seafarers and Watchkeeping, International Convention on Training and Certification of Seafarers, etc.). It is these documents that determine the educational and qualification characteristics of specialists.

In accordance with the Sectoral Standard of Higher Maritime Education of Ukraine ("Maritime and River Transport" field of study), the curriculum divides the disciplines offered for study into groups:

- socio-humanitarian training in a professional direction;
- fundamental training;
- professional training [2].

The above makes it possible to single out the main areas of professional and, accordingly, educational activities of future maritime specialists:

- planning and organization of safe loading and unloading;
- ensuring the safety of human life at sea and protection of the marine environment;
- use of the vessel’s technical means;
- general organization and management of the multinational crew;
- maneuvering and control of the ship in different conditions;
- maintaining the vessel at a given level of readiness;
- keeping watch;
- organization of external communication with port services, with other ships;
- actions in emergency situations;
- work with documentation.

Given that the professional activity of the navigators is mostly of a technical and communicative nature and is, in its essence, managerial, it takes place in a large-format communicative environment. The specified environment of the navigators’ activity includes various technical means and information and communication technologies, the use of which requires the formation of technical competences and its derivatives – technical culture and communicative competence.

It should be noted that in recent decades, knowledge of English has become an important guarantee of a successful future career as a navigator. In order to achieve the required level of English, the teacher must be able to select and adapt teaching methods and learning methods, special teaching techniques and techniques in accordance with the needs and interests of students.

Bibliography:

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