



Formation of Readiness for Professional Communication of Future Specialists - Navigators in the Educational Process of Mastering Maritime English

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ABSTRACT

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The presented model of forming readiness of future specialists-navigators for professional communication in the process of teaching a foreign language substantiates the necessity of the selected pedagogical conditions. The necessity of application allocated pedagogical conditions is substantiated taking into consideration the features of professional communication of these specialists, the level of their professional and language knowledge and step-by-step construction of the educational process by creating problem situations at each stage. The educational process includes the stages, each of which creates the problem situations, with the peculiarities of professional communication of mentioned specialists, the level of their professional and linguistic knowledge.

1. Introduction

The existing system of professional navigators' training has several serious deficiencies that hinder the development of professionally significant qualities, including the formation of readiness for professional communication:

- the presence of predominantly traditional forms and methods which do not take into account the peculiarities of specialists' future professional activity.
- the lack of fundamental researches of theoretical aspects in professional communication of navigator.

As the analysis reviews of experienced navigators shows, even well-learned in the process of learning knowledge is not usually sufficient for the perception and comprehension of the required

information in a foreign language and, as a result, a rapid response in conditions of lack of time and intensity of the situation, hence arises a negative impact on safety of navigation.

Thus, during crucial situations, which imply the professional communication, the navigator does not possess the necessary skills and competencies; he is not able to make the correct decision, because it requires a continuous professional adaptation.

In order to future professionals could solve professional problems, it is advisable to form their readiness for professional communication in advance, before coming to the merchant fleet, for example we propose to use a model based on pedagogical conditions.

2. Model of forming readiness of future specialists-navigators for professional communication

2.1. The pedagogical conditions of forming readiness for professional communication

All of the above necessitates the development of an adequate model of formation of readiness for professional communication of the future specialists-navigators. The foundation of this model is based on pedagogical conditions, by which

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is understood a certain organization of educational process in conjunction with the pedagogical means, methods and forms, which provide an opportunity of purposeful pedagogical influence.

During the selection of the pedagogical conditions we based on the features of professional interaction between navigators; the dependence of their level of readiness to communication from the fullness and depth of professional and language skills, experience their application in real situations of professional communication; the dependence of their manifestation of activity and self-sufficiency in the activity concerned from the individual capabilities of students. We propose to use the following pedagogical conditions:

1. the adequate simulation of the real situation and professional environment in which the future navigator is to carry out his professional functions.
2. the usage of advanced professionally significant texts in a foreign language required in the professional activity of navigators.
3. transformation during a shipboard training in a new quality the professional communication skills, which were acquired during the classroom training.

2.2. *The stages of formation of readiness for professional communication*

The implementation the above-mentioned conditions is fulfilled in stages, each stage considered a number of successive situations - key points, the most frequently encountered in the professional maritime activity. They were modeled sources of acquisition of the necessary experience of professional communication for future specialists and prerequisites for development of necessary qualities and abilities.

The First Stage. The main aspect is to cause interest among students, convincing them of the importance and necessity of the acquisition of communicative skills.

Language training should begin with the development of basic provisions of the Maritime English: phonetics, grammar rules and the most common lexical units. It is required to focus on learning fluent reading skills as the basis of formation of readiness for professional communication, to motivate the transition to oral communication and speaking.

The priority of the reading skills' development caused by the necessity to use special literature in the practice of professional activities, because there are a large number of sectoral terms in the texts of professional subjects, including those, which relate to the ship management, safety of navigation, planning and the organization of the ship's crew.

For the purpose of the proper selection of learning materials, the contextual approach was used. With the help of didactic forms, methods and means the substantive and social content of future professional activity (concepts and sections that reveal the features of practical knowledge of a foreign language) was simulated, in order to fix the attention of students on the key points of navigation, by assimilation of 'abstract' knowledge.

Training of oral communication should begin with monologue based on the usage of language units in familiar situations

and gradually transfer to the stage of development of speech abilities, the accumulation of experience of speaking 'with a help of sample' to increase the vocabulary of maritime English, the selection of professionally oriented activities' unit.

A special role should be given to the development of writing skills through work with documents and various sources of textual information. The essence of tasks for the development of writing as a form of speech activity is to create the conditions for the application of lexical and grammatical structures required in the preparation of various documents, letters and emails in a typical situation of navigator's professional activity.

The Second Stage is intended for a higher level of readiness for professional communication and aimed at mastering the orienting basis (norms and methods) of professional communication. It provides the usage of such tasks and situations, in which from the trainees are required the implementation of independent creative solutions. Therefore, it is essential to carry out practical exercises that are intended to:

- facilitate mastering a foreign language in the volume necessary to carry out their professional duties in conditions of work in the foreign-language crew.
- to develop skills and abilities of organization of business negotiations with the representatives of port authorities, customs and other services, radio communication at sea (using English language during situational communication 'ship-to-ship' and 'ship-to-shore'), as well as the establishing personal contact with a mixed (national, religious and socio-cultural) manning of the ship.
- to generate the readiness to use the knowledge of national and international requirements concerning safe operation of the vessel, the crew actions, the measures to prevent environmental pollution.
- to develop the ability to react in an emergency (adhering to international and national documents).

Particular attention should be given to training of a dialogical speech, characterized by spontaneity of expression, brevity, clarity of wording, using Standard marine communication phrases, because the real professional radio communication with traffic controllers VTS and other vessels is carried out in such manner.

The second stage also provides the usage of active methods of training. Students are offered a variety of situations that are the basis for untrained creative dialogue, which allows applying Standard marine communication phrases, lexical and grammatical phenomena in an unfamiliar situation. They train an inexperienced dialogue in different situations, simulating the professional activity, in particular:

- Compile and play standard phrases, lexical and grammatical constructions;
- Listen to the interlocutor and establish the feedback with him;
- To settle disputes and disagreements, creating the favorable psychological atmosphere in process of communication.

Another effective way of modeling professional speech activity - business games. In contrast to the role-playing games, which recreate personal interaction, they are directed to the practice of professional skills in the circumstances maximally close to reality. Created problematic situations should be characterized by the presence of the professional context, the presence of a variety of possible solutions, the possibility of collective creativity, differentiation in terms of complexity and demand for usage of foreign language. The order of business games during preparation for the professional communication of future specialists-navigators includes three stages.

- Preparatory stage: familiarization with the rules, the scenario; assigning roles and analysis of exercises (to consolidate the set of lexical items and grammatical structures); reading of texts, watching the related video (to increase awareness of professional activity), homework (gathering information for a specific situation).
- The basic stage: the gameplay, during which the problematic issues are solved. This stage reflects features of professional activity of specialist- navigator.
- The final stage. Group reflection and discussion, evaluation and analysis of the gameplay, the discussion of the game's results, formulation of conclusions.

The aim of the **Third Stage** of the analyzed methods, where the factor of independent acquiring of readiness for professional communication by future navigator is dominated, where the accumulation of communicative experience occurs, corresponding to the level of competence, in accordance with the requirements of international standards. At this stage, several objectives are solved:

- The deepening and consolidation of theoretical knowledge acquired by students in the process of learning foreign language, as well as their application in specific situations of professional communication;
- The motivation of future professionals to improve their communication skills, self-realization during the communication, the development of creative and research approach to the future professional activity.

Learners are offered the complex original texts with the science and technology classes, aimed at establishing the ability to independently acquire knowledge in the field of navigation, understand the legal and economic aspects of the operation of water transport; as well as the collection, processing, analysis and systematization of scientific and technical information, to participate in research and development. As a result of active communication, students must learn how to formulate statements in a foreign language, to substantiate their point of view.

At the same time the shipboard training is the most important stage in the process of preparation of future navigators to the future professional activity, because it allows to update the knowledge and skills, to correlate them with the requirements of the real work environment in the river or at sea.

Is logical, that students have always paid special attention to the passage of the shipboard training, because during this period form such aspects of readiness for professional communication, as the understanding of the meaning of the study of marine English language, learning experience its application in a variety of communicative situations, becoming self-sustained motivation in the pros.

It is logical, that the students have always paid a special attention to the passage of shipboard training, because during this period they acquire such aspects of readiness for professional communication, as the comprehension of the meaning of the study of maritime English. During the shipboard training, they obtain the experience of its application in a variety of communicative situations and the establishment of self-sustained motivation in professional activity.

At the same time, the increasing degree of readiness for professional communication depends on many factors, such as the realization by future specialists-navigators the significance of their future profession and the desire to undergo such a test; from the level of demonstration the teachers' professional behavior patterns; by updating of the typical and non-standard situations.

To make a shipboard training efficient, the special pedagogical means appropriate to certain phase of professional socialization are developed and implemented. They include special tasks, which contribute the formation of readiness for professional communication among students; instructional lessons on the procedure of communication; purposeful training of shipboard training's leadership in order to show up in the process of the shipboard training the rational methods of professional communication; the ability to organize an exchange of experience in order to solve service problems; the ability to study human behavior and usage of this knowledge in the professional activity and communication was formed.

3. Conclusions

Thus, we developed a model, which appears to be the most effective during the formation of readiness for professional communication at the future specialists- navigators, in the educational process aimed to master a maritime English. The implementation of this model, we carry through an organized process, including the steps, each of which in the process of solving the problem created by the situations acquires necessary experience of professional communication in a simulated future practical work of navigator.

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