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Iryna KULIKOVA,
orcid.org/0000-0002-3495-764X
Candidate of Pedagogical Science,
Senior Lecturer at the English Language for Deck Officers
Kherson State Maritime Academy
(Kherson, Ukraine) Irchik920gmail.com

KNOWLEDGE OF MARITIME VOCABULARY AS A CONDITION FOR THE COMPETITIVENESS OF A MARITIME SPECIALIST

The relevance of this work is determined by the need to develop specific optimal models, algorithms and mechanisms for training competitive specialists for the constantly developing maritime industry. The article substantiates the need for the formation of foreign language competence of maritime specialists whose activities are of an international nature. It has been proven that the quality of knowledge of English is one of the key conditions for the competitiveness of a maritime specialist. International convention requirements for the quality and level of knowledge of a specialist are mandatory for all educational institutions that provide training for specialists of the merchant marine fleet. These requirements are set out in great detail for all maritime related specialties but require the solution of a number of problems related to methodical support of the process. Accounting for the factors described in the article that affect the quality of foreign language training and solving problems arising in connection with this could significantly improve both the quality of English language teaching and the quality of training a future specialist. The paper considers the possibility of using the process of learning a foreign language as a means of teaching professional activity, using the example of teaching marine vocabulary. The practical implementation of this approach can be seen in the creation and application of integrated courses, which will allow to systematize already acquired knowledge, taking into account the previously completed material from various subjects. The conditions for the formation of foreign language competence with linguistic and cultural components are considered on the basis of a situational-functional approach, which consists in creating an educational situation that allows one to focus not only on changes in the requirements for the specialist's level of knowledge in connection with the constantly developing industry, but also on the rate of assimilation of the material. It is shown that the influence of individual components in the learning process can change under different circumstances, but the system self-organizes, which ultimately leads to the formation of a given quality.

Key words: Maritime English, maritime vocabulary, maritime education, foreign language competence, teaching tool, foreign language learning, maritime specialist.

Ірина КУЛІКОВА,
orcid.org/0000-0002-3495-764X
кандидат педагогічних наук,
старший викладач кафедри англійської мови в судноводінні
Херсонської державної морської академії
(Херсон, Україна) Irchik920gmail.com

ЗНАННЯ МОРСЬКОЇ ЛЕКСИКИ ЯК УМОВА КОНКУРЕНТОЗДАТНОСТІ МОРСЬКОГО ФАХІВЦЯ

Актуальність даної роботи детермінована необхідністю в розробці конкретних оптимальних моделей, алгоритмів і механізмів підготовки конкурентоспроможних фахівців для морської галузі, що постійно розвивається. У статті обґрунтовано необхідність формування іншомовної компетенції морських фахівців, чия діяльність має міжнародний характер. Доведено, що якість знання англійської виступає однією з ключових умов конкурентоспроможності морського фахівця. Міжнародні конвенційні вимоги до якості та рівня знання спеціаліста є обов'язковими для всіх навчальних закладів, які забезпечують підготовку спеціалістів морського торговельного флоту. Зазначені вимоги дуже докладно викладені для всіх плавальних спеціальностей, але вимагають вирішення низки проблем, пов'язаних з методичним забезпеченням процесу. Облік описаних у статті факторів, що впливають на якість іншомовної підготовки та вирішення проблем, що виникають у зв'язку з цим, значно могло б поліпшити і якість викладання англійської мови, і якість підготовки майбутнього фахівця. У роботі розглянуто можливість використання процесу вивчення іноземної мови як засобу навчання професійної діяльності на прикладі навчання морської лексики. Практичне здійснення такого підходу бачиться у створенні та застосуванні інтегрованих курсів, що дозволить систематизувати вже отримані знання з урахуванням раніше пройденого матеріалу з різних предметів. Розглянуто умови формування іншомовної компетенції з лінгвістичною та культу-

рологічною складовими на основі ситуаційно-функціонального підходу, що полягає у створенні освітньої ситуації, що дозволяє орієнтуватися не тільки на зміни вимог до рівня знань спеціаліста у зв'язку з галуззю, що постійно розвивається, а й на темп засвоєння матеріалу. Показано, що вплив окремих компонентів у процесі навчання може змінюватись за різних обставин, проте відбувається самоорганізація системи, яка, зрештою, призводить до формування заданої якості.

Ключові слова: морська англійська мова, морська лексика, морська освіта, інішомовна компетентність, засіб навчання, вивчення іноземної мови, морський фахівець.

Problem statement. The competitiveness of a specialist is determined, first of all, by the quality of his training. Mastering the necessary competencies by future specialists becomes both the goal and the result of the learning process in higher education, the achievement of which in the educational process determines its effectiveness, i.e. its quality. Existing approaches to determining the quality of education, including maritime education, are based on a different understanding of the quality of education: from the traditional interpretation of it as an educational result or as the quality of the conditions of the educational process to the quality of process management. Taking into account the recommendations regarding the scope of the article, we will consider only one aspect of the training of a marine specialist – its foreign language component.

The lexical inadequacy of Maritime English and the lack of speaking skills of seafarers is a universally recognized problem of modern times, which threatens their lives and the preservation of cargo at sea. At one time, the International Maritime Organization (IMO) officially stated in The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW) that English is the language of the sea, and also developed the Standard Maritime Communication Phrases (SMCP) to reduce misunderstandings during professional communications and improve safety at sea (STCW, 1978).

Under such circumstances, it is very necessary for Maritime English teachers to use educational programs, materials and methods of teaching special maritime vocabulary that meet the requirements of the IMO and are aimed at improving the basic speaking skills of students, which are needed for their further development during academic and professional activities.

Analysis of studies. The issue of the importance of teaching the vocabulary of the Maritime English in accordance with the professional needs of students was devoted to the research of such Ukrainian scientists as: Kudryavtseva V. F. (Kudryavceva, 2009: 439–449), Myronenko E. V. (Myronenko, 2015: 311–315), and at one time such foreign scientists as, for example: Olaru I. (Olaru, 1996: 17–23), Squire D. (Squire, 2006) and many others.

The purpose of the article. The main purpose of the study is the analysis of a systematic approach

to teaching special maritime vocabulary, as well as the formation of the basis for the development of educational materials in accordance with the qualification level of students and taking into account their professional needs. Achieving the set goal requires solving the following tasks:

1) considering the main types of Maritime English vocabulary and approaches to their teaching;

2) conducting a needs analysis in order to find out what types of exercises and tasks will contribute to the development and enrichment of students' marine vocabulary;

3) analyzing the appropriateness of the above-mentioned exercises and tasks for the acquisition of skills and the formation of students' abilities to use new material during the performance of their professional duties.

Presenting main material. Over the years, numerous efforts have been made to develop a standard volume of the English language, which is the main language of communication in international commercial shipping. Knowledge of the English is vital both for communication on a ship in mixed crews and at sea between ships in various situations, between ships and shore stations or between ships and helicopters in the case of rescue operations. Knowledge of the English is no less important for specialists in coastal professions who are called to carry out various operations when ships enter ports and service them. In this regard, in accordance with the decision of the Committee of the International Maritime Organization (IMO) on safety at sea, a minimum marine navigation dictionary was developed, the knowledge of which is mandatory for any graduate of a maritime educational institution. This minimum was first adopted in 1977 and was later revised and amended several times. All changes were due to the constant development of the marine industry, including new ship models, new technological features, etc.

A few years later, after the introduction of the first minimum in all the educational programs of the countries that have signed the International STCW Convention, changes were made to the standard maritime navigation dictionaries, resulting in standard maritime communication phrases that were adopted in 2001 and published in 2002. The inclusion of this dictionary in the STCW has already made it a mandatory

part of the curriculum for 156 states that have ratified this convention. The fact that this volume is provided not only for seafarers but for coastal specialties as well is also interesting (STCW, 1978).

At the current stage, this minimum requires further expansion. In this regard, in recent years, model courses have been developed, which are also introduced into the curricula of various maritime educational institutions only after approval by the IMO. Such model courses (Kalinov et al., 2014: 210–215; Kondratiev et al., 2016: 157–164; Lokuketagoda et al., 2015: 209–215; Makashina, 2016a: 136–142; Makashina, 2016b: 118–124) significantly help English teachers in the organization and implementation of new educational courses to improve, update or supplement already existing educational materials.

When using the process of learning a foreign language in training professional activity, two types of training tools can be used:

- already formed knowledge, including professional and cultural knowledge, is used to understand a foreign text;
- foreign-language phenomena, which have not yet been mastered by students, are studied in order to understand cultural and professional objects, phenomena and processes described with their use.

The importance of foreign language competence, which includes not only knowledge of English, i.e. its linguistic component, but also the cultural component, can hardly be overestimated.

Seafarers must be trained not only in a professional but also in a social context, which, first of all, implies the ability to communicate, despite the cultural and language barriers that are typical for the merchant shipping industry.

It is known that mastering vocabulary remains one of the main directions in learning any foreign language, especially for achieving a professional goal, since no communication is possible without words. Seafarers must be able to use English in all areas of maritime communication (for example, radio communication and correspondence on board, etc.). Therefore, one of the main tasks for teachers of Maritime English is to ensure knowledge of certain maritime vocabulary, as well as English language proficiency of students at a level sufficient for future professional development.

We note that the need to conduct scientific research and create new educational materials is urgent due to the constant development of the maritime industry, because the existing Maritime English textbooks do not contain a sufficient number of exercises and tasks to improve students' ability to use professional vocabulary.

For this reason, the problem of defining, developing and implementing a systematic approach to teaching marine vocabulary based on a series of exercises and tasks that meet the professional needs and the level of English language proficiency of students and which will serve as a basis for further independent learning of vocabulary while carrying out professional activities.

One of the tasks of the general maritime English course and, in particular, the teaching of vocabulary within this course is to transform vocabulary into an integral part of an integrated system of knowledge, and not just a list of complex tokens to be memorized. In this regard, the teacher should focus on the professional needs of students in education, because all decisions regarding the content and method of teaching are based on them (Kudryavceva, 2009: 439–449).

When students study Maritime English, they acquire a large amount of specific professional vocabulary related to their narrow specialization (e.g., *abeam*, *ballast*, *skeg*, etc.). Such vocabulary is necessary to convey information and, if interpreted incorrectly or literally, can lead to misunderstandings during communication or even endanger the safety of crewmembers or cargo. Because nautical vocabulary is usually terminological, there is usually a clear relationship between the terms and the definitions they correspond to (e.g., *freeboard* is a vertical measurement from the vessel's side amidships from the load waterline to the upperside of the freeboard deck; *rudder* is a swinging flat frame hung to the stern post of a ship, by which the ship is steered. etc.). That is why the vocabulary that sailors use to communicate must be precise.

The teacher is obliged to draw the students' attention to certain terms, because texts on maritime English contain a lot of specialized vocabulary. Thus, among marine vocabulary, «basic, semi-professional and professional vocabulary» is distinguished.

«Basic vocabulary» are commonly known words that do not change their meaning in specialized maritime texts (e.g., *capacity*, *alongside*, etc.). «Semi-professional vocabulary» is general vocabulary that has a specific meaning that differs from the usual one in specialized maritime texts (e.g., *to roll*, *umbrella*, etc.). And «professional vocabulary» consists of terms that are unique only to the maritime industry and whose meaning is limited and precise. It should be noted that in order to improve the process of learning and mastering maritime vocabulary, students should already have mastered the vocabulary of the course in their native language by the time they begin to learn Maritime English. However, in most educational programs, students learn the basic maritime vocabulary in both languages at the same time. This

means that not only maritime English vocabulary is completely unknown, but also students generally have no idea about the basic concepts of the maritime industry. And, therefore, it is the teacher of Maritime English who must give a clear definition or translate new lexical items with the help of specialized dictionaries and professional maritime sources. Note that special attention should be paid to terms that do not have equivalents in the Ukrainian language or that do not have a clear definition at all.

Certain difficulties also arise in the process of pronouncing some terms due to orthographic and phonological features (e.g., affreightment, buoyancy, etc.). Errors in the pronunciation of basic maritime terms can lead to misunderstanding during any communication. Therefore, the teacher must teach students to produce maritime terms correctly. In order for students to master certain vocabulary, they have to repeatedly practice the words they are currently studying. As a rule, in order to master a certain lexical unit, a student should consider it about 7–12 times on average. As a result, the teacher of Maritime English should provide students with such exercises and tasks, where the development of vocabulary is extremely active. In order to start using the learned vocabulary, students must go through several stages of mastering it: notice, recall and effectively use (Olaru, 1996: 17–23). The process of learning a word begins with the fact that students notice it, or the teacher draws their attention to this word. Next, they guess the meaning of the word based on the context, check its definition in a dictionary, or ask the teacher. And, finally, students consciously study this word, because they realize that they can use it in the future (Maritime English. Model Course 3.17, 2000).

Sometimes students believe that it is enough to learn a minimum list of terms from several specific topics. And this is what leads to the tendency to teach and learn vocabulary based on specialized lists of words. The main drawback of this approach to learning vocabulary is that students do not realize how to use already learned words. Therefore, vocabulary teaching should be started from a context in which it is clear how exactly to use new words, and not just from a list of unknown vocabulary (Myronenko, 2011: 311–315). Before students learn a new word, they must process it at various stages: recognizing the word in a certain context, reproducing its orthographic and phonological form, knowing word combinations with it, and further independent and effective use of the word. It is under such circumstances that students have to repeatedly perform exercises and tasks that improve the skills of perceiving and reproducing new maritime vocabulary.

It should be noted that maritime English texts may contain too much special vocabulary. In this case, in order for students to constantly repeat certain vocabulary, the teacher should apply additional oral and written tasks based on this vocabulary. This approach encourages students to constantly use new terms and words.

Students can be asked to retell new text material after reading, or discuss new vocabulary in groups, because emotional involvement helps to remember new words. Certain vocabulary can also be introduced with the help of illustrative materials: ordinary pictures and those that need to be marked or signed, tasks for establishing correspondence or for composing and searching for words, filling in the blanks with the appropriate word, rebuses and puzzles, cross-words, etc. In addition, listening will also contribute to students' assimilation of new marine vocabulary.

The teacher should teach the students to establish a connection between the newly learned new word and vocabulary that is already known. So, one of the most effective tasks will be to find synonyms and antonyms for new words. This will come in handy during further independent recognition, definition and productive use of new maritime vocabulary.

Let us emphasize that students learn nautical vocabulary used in navigation, meteorology, business correspondence, etc. And, since this vocabulary includes a large number of maritime terms, idiomatic expressions, standard phrases of maritime communication and template commands, it will be appropriate to perform exercises and tasks aimed at developing stable word combinations with certain vocabulary. Such phrases are mostly related to the context, so they are easy to remember. In general, tasks in which maritime vocabulary has to be reproduced and used in the process of contextualization should be used more often than those in which students only have to perceive and recognize new lexical items during decontextualization.

However, we note that mastering new maritime vocabulary does not entirely depend only on the teacher, and therefore the students themselves should pay a lot of attention to independent study of new vocabulary.

Conclusions. The paradox of the situation lies in the fact that foreign language teachers in higher education need to know the essence of the profession, the future representatives of which they teach. In other words, the teacher needs to have multidisciplinary competence, which is a rather difficult task. In fact, the teacher needs to master the second specialty. Only having mastered the theoretical foundations of the profession being taught, the teacher will be able to correctly introduce the necessary vocabulary into the everyday life of students at Maritime English lessons.

The teacher of Maritime English must correctly select the vocabulary for teaching during the course and draw students' attention to certain terms so that the understanding and pronunciation of these words are error-free. During the Maritime English course, students should be involved in matching tasks, filling in the blanks with the appropriate word, test tasks, puzzles, crosswords, etc. using various types of illustrative material: pictures, diagrams, etc., so that during direct performance of their professional activities, they continue studying maritime vocabulary on their own.

It should be noted that the study of maritime vocabulary requires a systematic approach to teaching and learning. Therefore, while students master

new vocabulary, it should be repeated and discussed endlessly until it becomes an integral part of the integrated knowledge system. Within the course of Maritime English, this process is complicated by a large amount of professional vocabulary that has a specific meaning.

Therefore, I believe that the opinion that the lexical material of Maritime English should be taught in accordance with the professional needs of students is proven. However, the need for further scientific research and the development and implementation of new educational materials is urgent due to the constant development of the maritime industry and the need for modern analytical data.

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