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## FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF SPECIALISTS OF NAVIGATION AND SHIP HANDLING AT SEA: THEORETICAL CONCEPT

**Summary.** The article analyzes the main definitions of the concept of foreign language communicative competence, which led to the conclusion that there are several main approaches to this concept. Advocates of the first approach are of the opinion that foreign language communicative competence is a complex integral personal formation that ensures the student's ability to communicate in the process of foreign language communication and is formed as a result of learning. The second approach defines foreign language communicative competence as the ability to freely and adequately carry out foreign language intercultural communication and interact with representatives of the culture of another country, as well as to solve problems of interpersonal and intercultural interaction. According to the third approach, foreign language communicative competence is a set of linguistic knowledge, skills and abilities, a high level of practical proficiency in both verbal and non-verbal means of language, which is formed in the process of modeling foreign language professional activity. In this paper, the foreign language communicative competence of specialists in shipbuilding and navigation is interpreted as an integrative system-forming and personal-professional property based on professional foreign language knowledge, skills, abilities and attitudes towards foreign language communicative activity in the professional field.

The paper describes the term "communicative competence", which implies the ability to correlate language means with specific tasks and situations of communication, to organize communication in compliance with the relevant language norms and communicative expediency. It is determined that communicative competence involves mastering a language and applying this language knowledge in the context of interaction with other foreign-speaking communication partners.

**Key words:** foreign language communication competence, specialists in navigation and ship handling at sea, competence development.

**Statement of the problem in a general form and its connection with important scientific or practical tasks.** The main task of higher education in Ukraine is to provide quality training and to develop the necessary knowledge, skills, values and practical experience that will be useful to students in their professional activities. There is absolutely an undeniable fact that one of the main components of professional competence that increases the competitiveness of future professionals is foreign language proficiency.

**Analysis of the latest research and publications on this topic, selection of previously unsolved parts of the general problem, to which this article is devoted.** According to the definition in the Law of Ukraine "On Higher Education" (2014), "competence is

a dynamic combination of knowledge, skills and practical abilities, ways of thinking, professional, ideological and social qualities, moral and ethical values that determines the ability of a person to successfully carry out professional and further educational activities and is the result of studying at a certain level of higher education" (On Higher Education: Law of Ukraine, 2014).

It should also be noted that this concept is also presented in the National Qualifications Framework of Ukraine, which defines competence as the ability of a person to perform a certain type of activity, which is expressed through knowledge, understanding, skills, abilities, values, and other personal qualities, and the result of training is the competence that a person acquires and/or is able to demonstrate after completing training.

The task of all educational programs is to form competencies that are developed within the framework of academic disciplines and assessed at different stages of their implementation. Methodical recommendations for the development of higher education standards [1], approved by the order of the Ministry of Education and Science of Ukraine, among the main terms and their definitions (thesaurus) define "competence" as the ability of a person to successfully socialize, learn, and carry out professional activities, which arises from a dynamic combination of knowledge, skills, abilities, ways of thinking, views, values, and other personal qualities. The above document provides the following classification:

- Integral competence is a generalized description of a qualification that expresses its main competence characteristics in relation to professional activity and/or study.
- General competencies are universal competencies that do not depend on the subject area, but are important for the successful further professional and social activities of a higher education student in various fields and for his or her personal development.
- Special (professional, subject) competencies relevant to a particular subject area that is important for successful professional activity in a particular specialty.

In the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), the "standard of competence" means the level of training that must be achieved to properly perform the tasks assigned to a ship in accordance with internationally agreed criteria and includes established standards or levels of knowledge, understanding and demonstrated skills" [2].

Scientists interpret the concept of "competence" as the ability of a person to carry out certain professional activities, interact and communicate in society, which is based on experience, knowledge, skills and values previously acquired during training

[3], a multidimensional category that is part of the specific conditions for its implementation and assumes that a person already has the competencies appropriate for the position. Thus, a person competent in a particular field must have the appropriate knowledge, skills and abilities that enable him or her to act effectively and fully and comprehensively characterize him or her as a professional [4].

**Forming of the purpose of the article.** The purpose of the article is to study the theoretical concept of foreign language communicative competence of specialists in navigation and ship handling.

**Presentation of the main material of the study with a full justification of the obtained scientific results.** In this regard, it is generally accepted that the modern methodology identifies six significant competencies developed on the basis of Bloom's taxonomic theory. Bloom's Taxonomic Theory, which should be actualized in the process of developing communicative skills in foreign language classes:

1. Competence at the level of knowledge. At this stage, students are asked questions to help them learn how to use previously learned information, ideas or principles. The level of knowledge may include a wide range of material, such as knowledge of terminology, knowledge of specific facts, awareness of classifications and categories, as well as criteria and methodology for assessing the nature of linguistic phenomena in accordance with the material learned in the class. At this level, students are only encouraged and motivated to recall what they already know; they are not asked to apply the methodology of analyzing the information they have acquired.

2. Competence at the level of perception Students have to demonstrate their understanding of the meaning and significance of ideas. Participants use previously acquired linguistic and cultural knowledge to assess future linguistic and semantic perspectives. Questions at the comprehension level encourage students to classify, compare, describe, analyze or summarize information.

3. Competence at the level of application. At this level, students apply the acquired knowledge in new communication situations. They can select and use the necessary data, apply concepts, rules, techniques, principles, and laws, theories to solve problems or tasks. Questions at the application level stimulate students' active language activity; activate their skills of modifying the necessary information in accordance with its intended purpose.

4. Competence at the level of analysis. At this level, students should learn to differentiate and systematize the concepts, ideas, theories they have studied in order to better understand their organizational structure and principles of unification. The level of analysis is considered higher than the previous level because it requires an understanding of both the content and structure of the idea.

5. Competence at the level of synthesis is a high level of proficiency in foreign language communication skills. At the synthesis level, concepts and ideas are integrated into a single unit. Such communication skills can be used when writing a scientific paper, making classifications that require the invention of a new conceptual structure. Questions at the synthesis level can help students not only adapt to a new language environment, organize, collect, and classify information, but also come up with their own hypothesis and collaborate on the results.

6. Competence at the assessment level. At the sixth level, students are expected to express their own opinions and judgments in order to make an objective assessment of the results obtained. Learning achievements at this level are the highest in cognitive

and level are the highest in the cognitive hierarchy of goals, as they include elements of all previous levels of all previous levels and also involve the acquisition of the ability to make conscious evaluative judgments based on clear criteria. Questions at the assessment level encourage students to evaluate the value of theories or concepts, to propose a systematization of factual material based on arguments and evidence [5, p. 54-56].

It is noted that competence is a complex, multicomponent and interdisciplinary concept, which differs from one author to another in terms of volume, composition, semantic and logical structures. Competence is described as a characteristic of a personality (property, quality of a personality, component), and as a holistic formation in the structure of a personality, as a system of properties and regulation of a personality, quite often competence is identified with knowledge, skills, experience and abilities.

To summarize the above, here is a formulation of our own interpretation of the term "competence". Thus, competence is the ability of a person to perform a specific professional activity based on the experience, knowledge, skills, abilities and values acquired during education.

In order to describe the structure of foreign language communicative competence of specialists in navigation and ship management, it is necessary to study all aspects of the phenomenon of "communicative competence", to define its essence and functions. In our previous publications on the analysis of the content of the term "communicative competence", we defined it as competence in communication, namely the knowledge that a specialist should have and the skills that he or she should be able to use in a particular communication situation [6; 7].

However, it should be added that the term "communicative competence" has a wide range of definitions: from the ability to communicate, communicative, the ability of a person to establish communicative contact with others to a more specific consideration of communicative competence – as knowledge of cultural norms and rules of communication; mastery of social stereotypes of behavior; possession of communicative skills and abilities; systematic internal means of regulating communicative actions; a set of skills and abilities obtained on the basis of individual experience, i.e. operational and technical means of communication [8]. "Communicative competence" is defined as the successful use of various communicative knowledge, skills, and the acquired or innate ability to establish important contacts in society. it is the successful use of various communicative knowledge, skills, and the acquired or innate ability to establish important contacts in society [9].

From the point of view of the theory of foreign language speech activity, according to G. Salashchenko, competencies in speaking, reading, writing and listening are formed on the basis of lexical and grammatical competence and are the basis of speech competence. Speaking competence is complemented by pronunciation competence, writing competence by spelling competence, listening competence by the ability to distinguish phonetic signs, and reading competence by the ability to recognize graphic signs. The leading component of communicative competence is speech skills, which are formed on the basis of language knowledge and skills, as well as linguistic and country knowledge [10].

Professional communicative competence is defined by S. L. Barsuk in the research as language behavior that is specific to the professional environment and is carried out within the situational

context related to training and specialization. The teaching of speech skills and language knowledge is seen as a holistic mechanism for performing communicative tasks within a learning situation. The following are typical situations of professional communication:

- navigation watch,
- radio communications,
- serving passengers/crew members,
- communication within the scope of personal duties,
- communication to ensure life safety on board the ship [11, p. 64].

The term "communicative competence" is key to describing communication, which implies the ability to correlate language means with specific tasks and situations of communication, to organize communication in compliance with the relevant linguistic norms and communicative expediency. In general, it can be concluded that communicative competence implies mastering a language and applying this linguistic knowledge in the context of interaction with other foreign-speaking communication partners.

Nowadays, the problem of developing foreign language communicative competence is the subject of many studies. There are many definitions of the concept, some of which are:

- Foreign language communicative competence is considered as a set of knowledge, skills, and abilities, the possession of which allows students to use a foreign language in a variety of socially determined situations, taking into account linguistic and social rules followed by native speakers [12].

- Foreign language communicative competence is a complex, integral personal formation that enables the ability to communicate in the process of foreign language professional communication. This competence should be holistic, systemic, multifunctional and mobile [13].

- Foreign language communicative competence appears as a special type of professional competence, which is defined as the willingness and ability to master subject matter and scientific knowledge in professional communication [14].

- Foreign language competence is an integrative personal and professional education that determines the ability and readiness of a specialist to creatively solve practice-oriented and information and communication tasks in the field of professional activity and foreign language professionally oriented communication [15].

The problem of forming foreign language communicative competence is nowadays given a lot of attention in numerous scientific studies, but the analysis of modern studies of foreign language communicative competence shows that this concept is defined ambiguously by different authors.

There are several approaches to defining this concept. Representatives of the first approach understand foreign language communicative competence as an integrated personal formation that involves foreign language proficiency acquired as a result of learning and determines the level of professionalism of a future specialist, i.e. expresses his/her main competence characteristics in the conditions of professional activity and/or study. The next approach to the definition of foreign language communicative competence, whose representatives believe, that it is certain knowledge of a foreign language, as well as skills and experience in solving typical communicative tasks.

Alternatively, we can also distinguish the approach according to which foreign language communicative competence is the ability to carry out intercultural and professionally oriented communication.

### Research conclusions and prospects in this scientific direction.

The analysis of the main definitions of the concept of foreign language communicative competence has led to the conclusion that there are several main approaches to this concept. Representatives of the first approach believe that foreign language communicative competence is a complex integral personal formation that ensures the student's ability to communicate in the process of foreign language communication and is formed as a result of learning. The second approach defines foreign language communicative competence as the ability to freely and adequately carry out foreign language intercultural communication and interact with representatives of the culture of another country, as well as to solve problems of interpersonal and intercultural interaction. According to the third approach, foreign language communicative competence is a set of linguistic knowledge, skills and abilities, a high level of practical proficiency in both verbal and non-verbal means of language, which is formed in the process of modelling foreign language professional activity.

In our study, the foreign language communicative competence of specialists in navigation and ship handling is interpreted as an integrative system-forming and personal-professional property based on professional foreign language knowledge, skills and attitudes towards foreign language communicative activities in the professional sphere.

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**Швецова І. В. Іншомовна комунікативна компетентність фахівців з навігації і управління морськими суднами: теоретичний концепт**

**Анотація.** У статті проаналізовано основні визначення поняття іншомовної комунікативної компетентності, що дозволило зробити висновок про існування декількох основних підходів до цього поняття. Представники першого підходу дотримуються думки, що іншомовна комунікативна компетентність – це складне інтегральне

особистісне утворення, яке забезпечує здатність студента до спілкування в процесі іншомовної комунікації і формується в результаті навчання. Другий підхід визначає іншомовну комунікативну компетентність як здатність вільно й адекватно здійснювати іншомовну міжкультурну комунікацію та взаємодіяти з представниками культури іншої країни, а також вирішувати проблеми міжособистісної та міжкультурної взаємодії. Згідно з третім підходом, іншомовна комунікативна компетентність – це сукупність мовних знань, навичок і вмінь, високий рівень практичного володіння як вербальними, так і невербальними засобами мови, що формується в процесі моделювання іншомовної професійної діяльності. У роботі іншомовна комунікативна компетентність фахівців з судноводіння та судноводіння трактується як інтегративна системоутворююча та особистісно-професійна властивість, що ґрунтується на професійних іншомовних знаннях, навичках, уміннях та ставленні до іншомовної комунікативної діяльності у професійній сфері. У статті описано поняття "комунікативна компетенція", яке передбачає здатність співвідносити мовні засоби з конкретними завданнями і ситуаціями спілкування, організувати комунікацію з дотриманням відповідних мовних норм і комунікативної доцільності. Визначається, що комунікативна компетенція передбачає оволодіння мовою та застосування цих мовних знань у контексті взаємодії з іншими іншомовними партнерами по спілкуванню.

**Ключові слова:** іншомовна комунікативна компетентність, фахівців з навігації і управління морськими суднами, формування компетентностей.