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ASSESSMENT CRITERIA, INDICATORS AND LEVELS OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS IN NAVIGATION AND SHIP HANDLING AT SEA

This paper presents the development of a system aimed at enhancing the Foreign Language Communicative Competence (FLCC) of future maritime navigation and ship handling specialists. It explores their preparatory state and defines criteria and levels of FLCC formation – high, medium, sufficient, and low – assessing its effectiveness in real-world applications and its impact on professional readiness and educational quality.

The research discusses the multifaceted concept of 'readiness' for professional activities, highlighting the importance of both psychological and practical readiness for professional competence. The paper investigates various methods to assess and enhance FLCC among maritime specialists, advocating for an educational approach that integrates professional dialogues in English to foster robust communicative skills. Further, the study outlines specific criteria for evaluating FLCC that focus on motivational, communicative, and creative aspects. These criteria aim to prepare seafarers for effective intercultural and professional communication. A comprehensive framework is established for assessing the readiness of maritime professionals to utilize FLCC, incorporating indicators across motivational, cognitive, and performance-reflective criteria. The research underscores the necessity of a well-structured educational strategy that not only emphasizes technical skills but also promotes effective communication in a multicultural maritime environment. This approach ensures that maritime specialists are proficient in their professional roles and capable of navigating the complex intercultural interactions characteristic of the global maritime industry. The findings contribute significantly to refining educational strategies aimed at enhancing the professional training of maritime specialists, thus preparing them to work effectively in a diverse and multilingual maritime setting.

Key words: *Foreign Language Communicative Competence, professional training of maritime specialists, specialists in navigation and ship handling at sea, assessment criteria, levels of foreign language communicative competence.*

(статтю подано мовою оригіналу)

The development of a system for the formation of foreign language communicative competence (FLCC) of future specialists in navigation and ship handling at sea, application and verification of its effectiveness requires a study of the state of preparation for professional activity and necessitates the definition and justification of criteria (motivational and value, cognitive, activity and reflexive) and their indicators, as well as the allocation of levels of formation (high, medium, sufficient, low) of the analysed phenomenon.

The result of the process of forming the FLCC of specialists in navigation and ship handling is the readiness to possess such competence in professional activities, an indicator of the quality of the educational process, tested in practical activities, which is demonstrated in practical professional implementation.

S. Harkusha (professional readiness of a student) [1], M. Rymarchuk [2] (formation of professional readiness in the context of implementation of the student-centred approach) consider the interpretation of the concept of readiness for a certain type of activity. Approaches to the concept of 'readiness' are diverse and each science gives this concept some individual characteristics, S. Harkusha argues that educators, psychologists and sociologists give related definitions. 'The core of this concept includes both psychological readiness, which is the basis and a stable platform for activity, and practical (professional) readiness to apply all knowledge and skills.' M. Rymarchuk interprets professional readiness as a personal psychological quality of a specialist, which is a necessary condition and regulator of human activity in the performance of his/her labour duties [2].

The study of psychological and pedagogical sources allows us to identify various methods for determining the key elements of the formation of specialists in the maritime industry to use FLCC in a professional context. In order to improve the quality of training of specialists for the purpose of their effective competition in the labour market, it is necessary to develop criteria and indicators that would assess the effectiveness of their work.

Taking into account the orientation of foreign language teaching to the formation of professional communicative competence through teaching professional dialogic speech, researcher S. Barsuk has identified the following criteria for assessing the formation of future seafarers' foreign language skills: 1) motivational (interest in learning English, desire to communicate in English on professional topics); 2) communicative and reproductive (understanding of communicative intentions of interlocutors, ability to build functional types of professional dialogue in English according to a model); 3) communicative and creative (creative speech expression of communication partners, ability to independently build and conduct a dialogue on professional topics) [3, c. 88]. V. Smelikova names the following components of future navigators' readiness for professionally oriented communication: motivational and value, cognitive and activity [4].

The primary objective of this research is to develop and validate a system for enhancing the Foreign

Language Communicative Competence (FLCC) of future maritime navigation and ship handling specialists. This includes defining relevant criteria and levels of FLCC formation (high, medium, sufficient, low) and assessing the effectiveness of FLCC application in professional activities. The research aims to establish a framework that not only measures but also improves the readiness of maritime professionals to use their FLCC effectively in a multicultural and multilingual environment. By integrating professional English dialogues into training, the study seeks to ensure that maritime specialists are equipped with the necessary communicative skills to perform efficiently and safely in their respective roles within the global maritime industry.

The concept of the level of foreign language communicative competence of maritime navigation and ship handling professionals is defined as an integrated characteristic of professionals in the field of maritime navigation and handling, including relevant knowledge, skills, qualities, values, positive attitude to intercultural communication, as well as motivation and orientation to ensure the quality and productive performance of professional duties. It also means effective interaction with team members on the basis of equal interaction, cooperation, readiness for dialogue and the ability to perceive and understand cultural diversity.

The analysis of the concepts aimed at forming the level of competence in navigation and ship management prior to the use of FLCC allowed us to define criteria for specialists in the field of navigation and ship handling at sea, taking into account the specifics of their professional activities, which are discussed in detail in the first section, related to the key aspects of their work. The determination of the level of competence of these specialists is based on the required amount of professional knowledge, skills and abilities to perform specific tasks that meet the established criteria specified in the higher education standards.

In the course of the experimental study, the key criteria for the professional formation of specialists in the field of navigation and maritime transport management to apply FLCC in the professional sphere were established. These criteria include: motivational and value, cognitive, activity-reflective, which together make up an integrated set of requirements for readiness. This is due not only to the need for technical and professional training of highly qualified specialists, but also to ensure their ability to communicate effectively in a modern multicultural environment. This includes both specialised professional skills and universal communication abilities. Knowledge of English, the main lingua franca in the field of maritime navigation and management, is defined as critical to the performance of professional duties and compliance with the standards of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers. Adequate interpersonal interaction involves not only specialised knowledge but also the possession of universal communication skills, including verbal and non-verbal methods of interaction.

Each of these criteria should be assessed by a number of indicators that reveal the qualitative formation and definition of the criteria. The criteria and indicators are shown in Table 1.

Table 1

Criteria and indicators of the formation of foreign language communicative competence of specialists in navigation and ship handling

Criteria	Indicators
Motivational and value-based	<ul style="list-style-type: none"> - Motivational and value readiness for professional activity. - Understanding of the motives for mastering FLC. - Positive orientation towards intercultural communication. - Motivation for self-improvement.
Cognitive	<ul style="list-style-type: none"> - Knowledge of international standards and norms. - Linguistic knowledge - Grammatical competence - Moral and ethical standards of communication - Professional and linguistic integration - Specifics of communication on board
Performance-reflective criterion	<ul style="list-style-type: none"> - Interpretation of information. - Use of communication tools. - Intercultural adaptation. - Development of social skills and emotional intelligence. - Intercultural competence and global thinking. - Evaluation of own results. - Self-improvement. - Measuring progress in the formation of FLCC: - Self-regulation (adapting and adjusting one's own learning strategies to improve language learning performance).

Here is a more detailed analysis of the criteria and their corresponding indicators:

Motivational and value-based. In the academic discourse, detailed analysis and systematic research of the

educational and developmental needs of future staff are key elements that ensure a high level of professional training effectiveness. This process not only channels the organisation's resources to adequately respond to current and anticipated challenges, but also functions as a catalyst for achieving these professional ambitions. The main categories of needs to be analysed include organisational and functional domains. The organisational dimension involves a comprehensive analysis of needs that span the entire organisation, analysing strategic directives and identifying gaps between the current status and projected outcomes. The functional dimension, on the other hand, focuses on examining specific learning needs arising from professional specialisation, with a focus on the development of key language competences such as literacy and writing.

Identification of these needs is fundamental to the design of educational objectives, selection of educational material, methodologies and learning resources. The process of analysing educational needs includes assessing learners' expectations, analysing the current context and identifying potential shortcomings in the educational process. It also includes consideration of the language needs of learners in accordance with the specifics of their professional activities, allowing to outline specific requirements, issues and expectations from the point of view of both learners and teaching staff, which helps to optimise the educational process.

Recognition and analysis of needs are key factors that contribute to the formation of a motivational basis for effective learning and development of seafarers' foreign language communication competence. Needs, which are defined as internal states arising from physiological or psychological deficits, are the starting point for the generation of motives. The latter, being psychological reasons or incentives for certain behaviours, are aimed at satisfying these needs and achieving a specific goal. In the context of language education, understanding the specific needs of seafarers can help to develop motivational strategies that take into account both general and specific motivational factors to improve the effectiveness of the learning process.

Motivation, which includes goals, desires, expectations and other cognitive aspects that influence the choice and direction of an individual's activities, serves as a catalyst for activating and supporting the learning process. From a practical point of view, a deep understanding of the individual needs of seafarers allows us to formulate training programmes and methods that not only impart knowledge but also motivate them to apply it in their professional activities. This, in turn, contributes to the formation and development of foreign language communication competence, which is crucial for effective intercultural interaction and safe navigation.

Thus, knowing the needs is fundamental to creating an effective motivational structure that promotes not only language acquisition but also the development of professional skills and competencies required for navigators and ship handling professionals.

The level of development in navigation and handling of seagoing ships before the use of foreign language communicative competence can be measured by a set of indicators based on the motivational and value criterion. These indicators reflect different aspects of the formation and include the following:

1. Motivational and value-based for professional activity. This indicator assesses how deeply a specialist realises the importance of foreign language communicative competence in the context of his/her professional activity. It includes assessment of such aspects as:

- Willingness to use a foreign language in professional situations.
- Awareness of the importance of intercultural communication for maritime safety and effective interaction with international crews.
- Recognition of foreign language communication competence as a key factor in professional growth and career development.

2. Comprehension of the motives for mastering FICC. It assesses the extent to which professionals understand the motives and benefits of foreign language communication competence. Important aspects include:

- Recognition of the need to master a foreign language as an international language of navigation.
- Motivation to use a foreign language to achieve specific professional goals, such as safety, effective crew management and intercultural interaction.

3. Positive orientation towards intercultural communication. This indicator reflects the specialist's attitude to intercultural communication and includes:

- Positive attitude towards interaction with representatives of other cultures.
- Willingness to accept and adapt to cultural differences.
- Interest in learning the languages and cultures of different peoples to improve intercultural interaction.

4. Motivation for self-improvement.

Measures the readiness and willingness of a specialist to constantly improve their level of foreign language proficiency and cultural competence. Key elements include:

- Commitment to continuous learning and improvement of one's own language skills.
- Initiative in finding opportunities for foreign language practice and intercultural communication.
- Openness to feedback and self-criticism about one's language and cultural competence.

Thus, the motivational and value criterion of readiness to use FLCC is characterised by a value-based attitude to professional development and self-realisation; motivation for positive and effective intercultural interaction; mastery of norms and standards of a foreign language culture and motivation to expand socio-cultural knowledge; motivation to learn maritime English and to continuously improve FLCC.

Cognitive criterion of formation implies:

1. Knowledge of international standards and norms: knowledge of the current standards of the International Maritime Organization, in particular, knowledge of the necessary terminology used to perform functional duties on board.
2. Linguistic knowledge: A thorough understanding of the linguistic norms of the English language, including knowledge of professional and common vocabulary, and the ability to use standard maritime collocations (SMCPs) as appropriate.
3. Grammatical competence: Knowledge of typical or specific grammatical structures and the ability to use them to ensure effective communication according to communicative appropriateness.
4. Moral and ethical standards of communication: Coverage of moral and ethical norms in communication activities, including understanding and respect for cultural diversity, promoting the quality of professional duties and developing productive intercultural interaction.
5. Professional and linguistic integration: Mastering a system of knowledge that integrates professional and language training to enable effective interaction in the maritime environment and perform specific communication tasks.
6. Specifics of communication on board: Understand the specifics of communication on board a ship and in the maritime environment, including the acquisition of knowledge that provides the necessary communication capability in situational and professional communication, both verbally and in writing.

These indicators should be integrated into the educational process of training specialists in navigation and ship management for the effective development of their foreign language communication competence, in accordance with modern international requirements and standards.

Performance-reflective criterion is determined by the ability to use the necessary knowledge, skills and abilities in accordance with the professional situation, to adapt one's behaviour in accordance with intercultural interaction. Interpret information correctly, use verbal and non-verbal means appropriately; adapt their behaviour in accordance with the norms of another culture. In general, the activity-reflective criterion in the context of the formation of FLCC of specialists in navigation and ship management in the context of continuing education is a complex characteristic that requires students not only to master the language and professional knowledge, but also to develop social skills, emotional intelligence, intercultural competence and global thinking; the addition of strategic planning and project management to the activity-reflective criterion expands its dimensions, emphasising the need to integrate professional, communication, leadership and strategic competencies in the training of specialists in navigation and ship handling. Performance-reflective characteristic of the criterion of formation of foreign language communicative competence of specialists in navigation and management of ships covers complex abilities and skills necessary for adaptation to various professional and cultural contexts. Professional reflexive component of the criterion requires not only language proficiency and professional knowledge, but also the ability to respond adequately to intercultural situations, effectively use verbal and non-verbal means of communication, interpret information and adapt behaviour to cultural norms. In addition, the activity-reflective aspect involves the development of social skills, emotional intelligence, intercultural and global competence, which are complemented by strategic planning and project management. Reflexivity ensures the ability to self-analyse and critically evaluate one's own professional activities, which is important for continuous professional development. This aspect includes control and evaluation activities to analyse and reflect on one's own actions and results in the context of solving specific tasks. This approach contributes not only to the development of professional, but also communication and management competences, integration of various aspects of professional training in solving real professional challenges in the field of navigation and management of ships.

Performance-reflective criterion of the formation of specialists in navigation and ship management to use foreign language communicative competence can be defined through the following indicators:

1. Application of language skills in a professional context: An important indicator is the ability of specialists to integrate their foreign language communication skills directly into the process of professional activity, which includes the use of specialised vocabulary, terminology and expressions in real or simulated professional situations. This demonstrates not only language proficiency at the theoretical level, but also the willingness and ability to apply it in practice.
2. Linguistic competence in the four aspects of speech: Professionals must demonstrate a high level of foreign language communicative competence through four main types of language activities: speaking, listening, reading, and writing. This includes the ability to express oneself clearly, understand information presented orally and in writing and respond appropriately to it.
3. Adaptation to intercultural communication: Effective intercultural communication requires professionals to be able to adapt their behaviour and speech depending on the cultural context of communication. An indicator of the performance criterion is the ability to understand cultural nuances, take into account the peculiarities of perception and communication expectations of interlocutors from different cultures, which contributes to building effective and respectful relationships.
4. Interpretation of information: The ability to correctly interpret information, including specific instructions, messages and documentation, is key to performing professional tasks. This includes the ability to understand both verbal and non-verbal cues in an intercultural context.

5. Effective use of communication tools: Effective use of verbal and non-verbal communication tools to achieve professional goals, including the ability to adapt speech, gestures, facial expressions and other non-verbal communication tools to the situation.

6. Intercultural adaptation: Adapting behaviour to meet the cultural norms and expectations of interlocutors from other cultures is essential to maintaining effective interaction. This requires a deep understanding of intercultural differences and flexibility in communication.

7. Development of social skills and emotional intelligence: Social skills and emotional intelligence contribute to building productive working relationships, managing conflict effectively and understanding the emotional states of others, which is critical in an intercultural context.

8. Intercultural competence and global thinking: The ability to understand and interact effectively with people from different cultural contexts, including the ability to assess global trends and their impact on the maritime industry.

9. Strategic planning and project management: The integration of strategic and management skills in the context of professional activities allows professionals to effectively plan and implement projects involving international cooperation and communication.

10. Evaluation of own results: This indicator assesses the ability of individuals to critically analyse and evaluate their own achievements in foreign language communication. It is important that individuals are able to identify strengths and areas for further development, identifying specific ways to improve their communication skills.

11. Independent self-improvement: It includes the willingness and ability of professionals to work independently on their own professional and linguistic development. This includes searching for new learning materials, using various resources to learn the language and professional terminology.

12. Measuring progress in FLCC development: Professionals need to be able to assess their progress in acquiring foreign language communicative competence, to determine how their personal learning goals are in line with the results achieved. This helps to adapt and adjust learning strategies to achieve better results.

13. Self-regulation: Self-regulation refers to the ability of learners to adapt and adjust their own learning strategies in order to improve their language learning performance. This includes the ability to self-reflect, set realistic goals, and manage their own time and resources to optimise their learning process.

These indicators of the performance-reflective criterion emphasise the importance of self-assessment, self-study, progress monitoring and adaptability in the process of forming and improving foreign language communicative competence. They reflect the ability of specialists to self-development and self-improvement, which is key to successful professional activity in international.

The above criteria for the level of readiness to use foreign language communicative competence in professional activities are interrelated with the selection of indicators that allow to determine the level of this readiness.

Based on the analysis, we have identified three levels of the FLCC's specialists in navigation and ship management: high, sufficient, and intermediate.

High level - Professionals at the high level of FLCC demonstrate exceptional understanding and proficiency in international standards, language norms, and the use of specialised vocabulary and terminology relevant to their profession. They are not only aware of the need for intercultural communication within international shipping, but also actively apply knowledge in practice, demonstrating deep reflective analysis and critical thinking in complex professional situations. Their high motivation for continuous self-improvement, including learning new cultures and languages, allows them to improve their FLCC and adapt to a rapidly changing international environment. These professionals are leaders in their field, contributing to raising the standards of intercultural interaction and professional effectiveness among their colleagues.

Sufficient - Professionals with a sufficient level of FLCC have the basic knowledge and skills necessary to perform professional tasks effectively in an intercultural context. They understand the importance of linguistic competence and intercultural communication, but may face difficulties in solving more complex tasks that require in-depth analysis and adaptation. These professionals show a willingness to learn and develop, but they need additional stimulation and learning resources to deepen their knowledge and skills. Their ability to adapt in an intercultural environment is limited, which requires a focus on developing intercultural sensitivity and communication flexibility.

Intermediate - Intermediate professionals have basic knowledge and skills that allow them to perform a limited set of professional tasks. They understand the general principles of intercultural communication, but their motivation for self-improvement and development of professional skills may be insufficient. They need additional support and training to improve their level of FLCC. At the intermediate level, professionals have basic knowledge and skills that allow them to perform only a limited range of professional tasks. They are aware of the basics of intercultural communication, but their vision of their professional activities and motivation for development may be insufficient. They need to intensify the process of learning and practical training to achieve a higher level of competence.

Conclusion. In the process of studying the level of formation of foreign language communicative competence in navigation and management of ships in professional activity, it is defined as an integrated quality of a personality that includes relevant knowledge, skills, qualities and values, a positive orientation towards intercultural communication, motivation and determination to ensure full, productive performance of professional duties, effective communication between ship's crew members based on subject-subject interaction, cooperation, readiness for dialogue, ability to perceive and understand other cultural positions and values.

Identifying these levels of competence is an important step in developing effective training strategies and programmes that meet the needs of specialists at different stages of their professional development. This allows not only to increase the overall level of competence in the field of navigation and ship management, but also contributes to the personal growth and development of specialists prepared to work effectively in a multicultural environment.

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Швецова І. В. Критерії, показники та рівні сформованості іншомовної комунікативної компетентності майбутніх фахівців з навігації і управління морськими суднами

У статті представлена розробка системи, спрямованої на підвищення іншомовної комунікативної компетентності майбутніх спеціалістів з навігації та управління морськими суднами. У статті досліджується їх підготовчий стан і визначаються критерії та рівні формування іншомовної комунікативної компетентності - високий, середній, достатній і низький - оцінюючи її ефективність у реальних умовах застосування та її вплив на професійну готовність і якість освіти.

Дослідження обговорює багатогранне поняття "готовності" до професійної діяльності, підкреслюючи важливість як психологічної, так і практичної готовності для професійної компетентності. В роботі представленні різні методи оцінки сформованості іншомовної комунікативної компетентності серед морських фахівців, пропагуючи освітній підхід, що інтегрує професійні діалоги англійською мовою для розвитку надійних комунікативних навичок.

Крім того, у дослідженні окреслено конкретні критерії для оцінки іншомовної комунікативної компетентності, які зосереджені на мотиваційних, комунікативних та творчих аспектах. Ці критерії мають на меті підготувати моряків до ефективної міжкультурної та професійної комунікації. Встановлено всеосяжну рамку для оцінки готовності морських фахівців використовувати іншомовної комунікативної компетентності, включаючи показники мотиваційних, когнітивних та рефлексивно-діяльнісних критеріїв.

Дослідження підкреслює необхідність добре структурованої освітньої стратегії, яка не тільки акцентує увагу на технічних навичках, але й сприяє ефективній комунікації у багатокультурному морському середовищі. Цей підхід гарантує, що морські спеціалісти є професійно компетентними у своїх ролях та здатні керувати складними міжкультурними взаємодіями, які є характерними для глобальної морської індустрії. Висновки істотно сприяють удосконаленню освітніх стратегій, спрямованих на покращення професійної підготовки морських фахівців, тим самим готуючи їх ефективно працювати в багатокультурному середовищі.

Ключові слова: іншомовна комунікативна компетентність, професійна підготовка фахівців морського флоту, фахівці судноводіння та управління судном у морі, критерії оцінювання, рівні іншомовної комунікативної компетентності.