

7.3 Maritime English as a means of professional communicative interaction of seafarers

Teaching maritime English in higher maritime educational institutions aims not only at studying professionally oriented vocabulary and grammar rules but also at helping cadets acquire professional maritime experience and develop skills to effectively use it in their future professional activities. For future seafarers communication in a multilingual crew should become one of the components of their professional activities. Thanks to communicative interaction in English, it will be possible for them to organize their activities, develop a plan for cooperation in a team, distribute functions for the successful implementation of assigned tasks. The level of adaptation of a young specialist to the conditions of life at sea and his self-realization in work depends on how successful the communication is.

Scientists solve the problem of developing the skills and abilities of cadets to communicate in English and conduct professional communicative interaction in different ways. The problems of speech training of maritime specialists are reflected in the scientific works of V. Bobrovskyi, H. Dubner, N. Ivasiuk, N. Morokha, O. Tsobenko, B. Pivnenko and others. Many authors studying the problem of teaching English to seafarers paid special attention to the problem of professional language training of maritime specialists. For example, S. Barsuk, I. Doroshkevych, R. Zaitseva, V. Zykova, V. Kudriavtseva, L. Novik, V. Smelikova, O. Soloviova, L. Stupina, V. Tenishcheva, O. Tsybulska, I. Yaremchuk, F. Knudsen, L. A. Lloyd, V. Short, etc.). They are the authors of many scientific articles and a number of textbooks in English.

The purpose of this study is to analyze the structure, functions and features of Maritime English as means of professional communicative interaction of future seafarers.

In recent years, shipping has undergone significant changes, namely, new generation vessels have appeared, a significant part of production processes have been

updated, new forms of labor organization have been deployed, the latest technologies, in particular, navigation safety, have been introduced. Special attention is paid to the implementation of environmental protection measures. However, a generalization of the circumstances of the occurrence of disasters at sea and emergency incidents in the fleet made by the International Maritime Organization showed that the cause of 80% of all accidents in the merchant fleet is the lack of professional training for actions in hazardous and emergency situations of ship crewmembers [183]. The quality of training of future seafarers depends on how much the educational process is oriented towards future professional activity related to solving various problems of processing, transmitting and transforming information flows and processes on inland and external waterways suitable for shipping. In this regard, the problems of training future seafarers for this area of work, which is inextricably linked with professional communication, are of particular relevance.

The language of international maritime communication is English. In the dynamics of speech contacts with the dominance of the English language, the social significance and communicative status of a seafarer as a means of access to global information resources and paths to professional self-realization grows. The ability to competently solve professional problems in situations of foreign language communication plays an important role in the activities of seafarers.

Maritime English is one of the variants of the implementation of the language of an ethnic group, a subsystem secondary to the national language, which has its own thesaurus and serves both the official and unofficial spheres of communication in maritime science. It is obvious that Maritime English is not a language in the full sense of the word, since the use of only professional units, as a rule, does not ensure the construction of a full-fledged expression. The vocabulary included in its composition does not cover all topics, but only a number of specific areas that concern professional activity and the most pressing non-professional areas associated with ensuring life support and safety at sea.

Navigation as the “art of navigation” and “sailing on a ship on the seas” has as its denotation the activities of various fleets (sailing, steam, passenger, merchant, fishing,

naval) and various branches of the Armed Forces (surface, naval aviation, marines). In general, Maritime English performs functions that are comparable in scale to the functions of several dialects and jargons simultaneously. It can be considered as a professional communicative system, that is, a set of lower-level dialects that are used in the professional language of a community and are in a relationship of functional complementarity with each other, in which each of the sub-dialects has its own functions, without intersecting with the functions of other dialects.

Many students at the beginning of their English language training have an insufficiently developed level of knowledge, skills and abilities, as well as insufficient skills to independently express their thoughts, communicate confidently, etc. Teaching communicative interaction in English for the majority of first-year students can be considered as something that occurs in conditions of psychological discomfort.

The maritime community unites a large number of social groups as well as professional ones. Everyday verbal communication in the fleet reflects the real differentiation of microgroups and social microcollectives. In maritime English, there is a mosaic of linguistic manners, ways of expressing thoughts and emotions, tactics and strategies of dialogue, construction of oral and written texts, use of words and phrases. This reflects the specific norms of behavior, including verbal, of each of the socio-cultural microgroups of maritime society. Therefore, in the context of this study, we will consider the functions of maritime language [184].

It is known that in all cases the language subsystem fully meets the goals and tasks of society and is designed to ensure communication within society and to ensure or eliminate contact with the macro-society or other micro-societies.

First of all, Maritime English ensures professional communicative interaction during navigation, thus ensuring the communication “ship-to-ship” and “ship-to-shore”. Now the high level of modern means of communication ensures the continuity of communication between the ship and the shore and other ships. However, it is also obvious that the marine submarine functions both in a temporarily closed community (during periods of long voyages of ships, anchorage in foreign ports, etc.), and in a relatively open community (repairs in ports, preparation, training, etc.). The maritime

language reflects both the forced isolation of its speakers during long voyages and the need of speakers not only to facilitate communication within the micro-society and beyond but also to complicate the penetration of “strangers” from the outside [185].

It is interesting that the speakers of Maritime English can artificially create conditions of a certain isolation. Special vocabulary provides social and professional “filtration” using the “friend or foe” feature. It is here that the similarity of the maritime language with army jargon and declassified argot is observed. The frequency of special, functionally related units, their density is especially high in situations of acquaintance and encounter with the outside world when distinguishing between friends and foes is especially important. This is why various jokes and pranks that test the new person's general maritime knowledge are especially popular in the navy. In English maritime culture, a prank is well known in which the victim (an inexperienced crewmember or cadet) is assured that mail is delivered to the ship using buoys. Gullible victims put on special clothing (life jacket and helmet), take a hook and a speakerphone, watch the buoy, trying to find the mail. In this case, the maritime language performs an identification function and serves as an indicator of a person's belonging to the number of professionals. In cases when contact with an unknown person must be eliminated, the language performs an esoteric function, that is, it acts as a means of alienation from non-specialists.

Maritime English has a number of features that are typical of both open and closed types of communities, i.e. it is a semi-closed system. Depending on the conditions, the information barrier with society either continues to be maintained or is removed, while information coming from outside is not rejected. The maritime community accepts the generally recognized norms of behavior in society as a whole and supplements them with its own Code of Rules, which highlights official standards and rules. Maritime English as a means of implementing professional communicative interaction has the following characteristic features:

- 1) normativity (subordination to IMO documents regulating the conduct of radio exchange in English on international sea routes);
- 2) obligation (reception and transmission of messages);

- 3) extremity and time limitation (the seafarer's ability to transmit information in extreme and non-standard situations and under time pressure);
- 4) speed of decision-making (the ability to quickly and correctly make the best decision);
- 5) responsibility (safety of life of passengers and crew);
- 6) presence of communication barriers (when transmitting messages there may be background noise on the frequency, etc.);
- 7) use of special terms and abbreviations (knowledge of technical abbreviations and abbreviations used in international Maritime English).

Let us consider the system and structure of the professional maritime sublanguage in more detail. The inventory of the modern professional maritime sublanguage has a multi-component (segmental) and multi-stage organization. It includes the following segments: the language inventory of the rowing fleet, the sailing fleet, the steam fleet, the passenger fleet, etc. It is multi-level and contains codified and non-codified parts (the norm of the first and second levels), within which there are their own segments. In historical aspect, the maritime professional colloquialism is multi-level: the maritime language of the 17th century has significant differences from the modern sublanguage.

The implementation of the maritime professional language in two varieties (codified and non-codified) is a manifestation of a certain parallelism that exists between the national language and professional language. Each of the two varieties of speech has a certain self-sufficiency and differs in functions: the codified language is used in official written forms of speech, and the non-codified language is used in oral, everyday forms, letters, telephone conversations, Internet messages, etc. This means that the same member of a language community, having a common set of communicative means, uses them depending on the conditions of communication. For example, in a report to the commander a native speaker of a maritime language must use means of a codified language, in conversations with a colleague - non-codified means. Obviously, depending on the sphere of communication, the speaker switches from one linguistic means to another. Non-codified professional units as terms denoting specific concepts require not synonymous interpretation but descriptive

definitions. Those non-codified professional units that, as expressive synonyms of the terms of a particular profession, are their duplicates, like stylistic synonyms, receive a significative essence only thanks to the meanings of that neutral unit, with which they coexist.

Therefore, it is important to choose the right strategy for teaching communicative interaction to future seafarers based on the following criteria for the formation of foreign-language professional speech:

- a) motivational (interest in learning English, desire to communicate in English on professional topics);
- b) communicative-reproductive (understanding the communicative intentions of interlocutors, the ability to build functional types of professional dialogue in English based on a model);
- c) communicative-creative (creative speech self-expression of communication partners, the ability to independently build and conduct a dialogue on professional topics).

The pedagogical conditions for the effective formation of foreign-language professional dialogic speech of future seafarers based on the communicative-cognitive approach are defined as:

- i. ensuring positive motivation of cadets to master foreign-language professional speech;
 - ii. cadets' awareness of dialogic speech as a responsive speech act;
 - iii. implementation of cognitive, communicative and responsive strategies;
- immersion of cadets in educational professionally-oriented situations.

The implementation of the first pedagogical condition, ensuring positive motivation of cadets to master foreign language professional dialogic speech, is carried out through the content, forms and methods of their educational activities, contributes to increasing the motivation of future seafarers for professional activity in the international environment improving their foreign language communicative competence, activating their educational and cognitive activities.

The second pedagogical condition, students' awareness of dialogic speech as a responsive speech act, is implemented through the use of cognitive, communicative and responsive strategies and ensures the formation of cadets' skills in professional dialogic speech according to the generally recognized standards of the International Maritime Organization (IMO) and in accordance with the state industry standards.

The introduction of the third condition, immersion of students in professionally-oriented training situations, allows for the formation of professionally-oriented communicative skills in business communication with partners, employers, and cargo suppliers (concluding business contracts, avoiding conflict situations when preparing documentation, finding compromises when resolving professional issues) [186].

Effective techniques for the implantation of these conditions at the English language lesson can be:

- introducing “warming-up (engage) exercises” at the beginning of the lesson (e.g., Discuss what is similar and different between the teams);



Figure 1. Bridge and football teams

- working in groups (e.g., Role-play the situation. Student A: You are the Master. You are keeping visual lookout on the bridge. Having assessed the navigational situation, you give the order to the OOW to change steering to manual control. Student B: You are the Pilot. You have just embarked the ship. At the moment you are getting familiar with the ship's particulars and navigating the tanker to the Panama Canal Zone. Visibility is getting worse. Discuss the ship transit. Student C: You are the OOW. You

have detected another vessel on the radar but you say nothing. You are reluctant in executing Master's order);

- working in pairs (e.g., Role-play the situation. Student A. You are a relieving officer. You arrive on the bridge three minutes before your watch at night. Student B. You are the Master. Tell the instructions for altering the course at the time of the watch change-over. Traffic in the area prevents this course alteration from taking place);

- learning only in the process of communication and interaction (e.g., Discuss why the OOW should not be the sole look-out at all times);

- using various games (linguistic and communicative), often with the use of a ball and other objects (e.g., Play a snowball game naming duty officer's responsibilities during bunkering).

Among the interesting types of work, without which it is impossible to imagine the communicative method, one can consider:

1. collective composition of a story (e.g., In pairs, look at the pictures and create a story based around them);



Figure 2. Case Study “Pasha Bulker – Master Didn't Understand Anchoring”

2. overview reading of the text (e.g., Read the text and underline the key information);
3. listening (e.g. Listen to a VHF transmission and answer the questions);
4. viewing (e.g., Watch the video and answer the question);
5. case study (e.g., In groups, read the cases, complete the tables, exchange the information);

6. composing dialogues (e.g., Complete the dialogue about checking LSA onboard, enlarge and role-play the situation of checking status of all LSA onboard) [187].

Each teacher, before conducting this or that type of work, must be aware of why he or she is conducting this or that activity, which methods of implementation are the most successful and effective.

Thus, Maritime English not only provides internal (institutional) contacts, serving both the official and unofficial registers of communication (communicative function) but, if necessary, provides (identifying function) or eliminates external contact (esoteric function). We see prospects for further research directly in the implementation of various practical methods of teaching English, in which cadets gradually acquire communicative competence, which is the basis of communicative interaction - the ability to use the language depending on a specific professional situation.