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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ОБУЧЕНИЯ АУДИРОВАНИЮ КАК ВИДУ РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ НЕЛИНГВИСТИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

В статье показаны теоретическая значимость комплексного развития и совершенствования механизмов аудирования; целесообразность обучения студентов нелингвистических специальностей аудированию, на основе совершенствования системы аудитивных механизмов; освещена система обучения профессионально-ориентированного аудирования студентов-экономистов; научно-обоснованная методика обучения аудированию профессиональных текстов на основе совершенствования механизмов аудирования в условиях нелингвистических факультетов.

Ключевые слова: аудирование, аудиотекст, аудитивные механизмы, профессионально ориентированное аудирование, английская речевая деятельность, профессиональная коммуникативная компетентность, аудитивные упражнения профессионального направления, психолингвистические механизмы аудирования.

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THE THEORETICAL FOUNDATIONS OF LISTENING TEACHING AS A FORM OF STUDENTS' SPEECH OF NON-LINGUISTIC SPECIALTIES

The article shows the theoretical importance of comprehensive development and improvement of listening mechanisms; the feasibility of students' training of non-linguistic specialties listening on the basis of improvement of auditory mechanisms system; illuminated by the education system of professionally-oriented listening of students-economists; scientific-grounded methods of teaching listening of professional texts on the basis of improving the mechanisms for listening in the conditions of non-linguistic faculties.

Keywords: listening, auditory text, auditory mechanisms (listening mechanisms), professionally-oriented listening, English speech activity, professional communicative competence, auditory exercises of professional direction, psycholinguistic listening mechanisms.

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Tyron O.

PSYCHOLOGICAL ASPECTS OF FOREIGN LANGUAGE COMPETENCY OF FUTURE SEAFARERS

The author points out that the process of globalization in maritime industry leads to the commonly accepted practice of forming international crews. It is an urgent issue to create a positive psychological climate between seafarers in such crews. The author researches psychological states of future seafarers during shipboard practice in international crews and analyses the ways of achieving their adequate foreign language and intercultural communication.

The author makes a supposition about the interconnection of emotional state of a seafarer and his needs in communication. The certain foreign language competency can consolidate the certain positive mental state of a seafarer and relieve some negative emotional state. The empiric research of this supposition is being carried out.

Keywords: psychological state, foreign language competency, socializing at sea, psychological models of interpersonal communication, a new professional culture.

The process of globalization can be seen in all spheres of modern life including navigation. So, forming international crews becomes a common practice. It seems to be an urgent issue that seafarers should have skills of adequate international communication, know particulars of culture and everyday life, basics of mentality of seafarers of other nationalities. Question of forming foreign language competency of the future seafarers has been more investigated for the purpose of fulfillment of their professional duties but is being still widely discussed. The question of social everyday communication is not so widely discussed and deeply researched.

According to the international requirements, all members of the crew must be able to establish good relationships between members of the crew on board ship. Life at sea requires not only professional communication but just socializing. To achieve successful everyday communication and efficient fulfillment of their professional duties future seafarers must have a certain level of foreign language competency. The questions of the content of everyday communication and what needs it should ensure arise. It is widely recognized by the maritime industry that human factors including seafarers' psychology problems have contributed to most of maritime accidents. Therefore improving the psychological quality of navigational students has great significance on the enhancement of maritime safety[1].

The crews the members of which can talk and laugh together and even joke must be working observing safety and enjoying their work despite the mix of different nationalities. Ability to communicate a common language is a crucial factor which ensures the success of multinational crews. The more seafarers understand each other the more efficiently they work. We now realize that issues of intercultural understanding evoke the other complex questions: What kind of communication is needed? How does communication contribute to creating a climate of respect, not just tolerance?

Communication has diverse character. Some researchers investigated linguistic and psychological aspects of communication. When we speak about everyday communication of seafarers it is important to take into consideration research papers on communication in general. It is important to analyze psychological models of interpersonal communication: encoder/decoder model, intentionalist models, perspective-taking models, dialogic models. In dialogic models we speak about collaborative communication [2]. Collaboration in its turn has individual and socio-cultural differences. Cultural adaptation is not an on/off phenomenon. Like many other human abilities, it appears that cultural adaptation develops through stages. With descriptions of the stages of development, interculturalists who are responsible for facilitating cross-cultural encounters are able to diagnose learners' levels of development and thus design their interventions more effectively. A straightforward form of developmental thinking can be illustrated with one of the best-known of all intercultural concepts: *culture shock* [3]. There are also some reports on cultural awareness of seafarers.

Modern merchant shipping increasingly utilises a global labour market for seafarers. In recent years this trend has been accompanied by increasing technological innovation at sea including the introduction of direct voice-based communication technologies which have made traditional and universal forms of communication at sea. Thus with the introduction of multilingual crews and the loss of universal forms of communication the importance of English as the 'lingua franca' of the sea has become paramount. To improve standards of English amongst seafarers and to mitigate against accidents and incidents at sea caused by poor communication, a 'top down' approach to language learning has been utilised by industry regulators and training establishments. The effectiveness of 'top down' approaches to language development drawing upon ethnographic research conducted aboard vessels with multilingual crews is obvious. The research proves the importance of communication on board highlighting both job-related and social interaction and communication, and describing how these cannot be considered in isolation. It concludes that with regard to multilingual crews the evidence suggests that 'bottom up' learning is more effective aboard than a 'top down' approach. This has implications for seafarers and the shipping industry, but we also accept and support the

work of linguists advocating ‘immersion’ teaching and learning programmes in providing evidence of the ways in which effective learning and communication occur in a ‘real’ work and social context beyond the confines of a classroom [4].

Some experiments were carried out in the groups of students of The Kyiv State Maritime Academy. In the empirical way they were sorted out psychological states of the students during shipboard training in the multinational crews. Then they were predicted the needs in communication in each of the psychological state. They were grouped lexical units to satisfy communication needs in a certain state. Thus it was defined the extant of reasonable and therefore desirable language competency of the future seafarers for everyday communication at sea in a multinational crew.

When interviewers asked seafarers how they handle emotional concerns, answers varied greatly. A significant minority of seafarers cited spiritual belief as helpful for coping with worries, turning to prayer or meditation for relief. Others suggested that fellow crewmates could function as sources of support under certain circumstances. Most seafarers expressed vague concerns about psychological complaints, many felt the “thing men do” is to “be brave.” When seafarers were asked if they felt they received adequate “mental preparation” for entering known zones of piracy, almost all respondents said “no” and most of seafarers who encountered the events of piracy were experiencing some clinically significant symptoms afterwards. These symptoms included the following: increased irritability, concern about returning to work, sleep disturbances, increased use of alcohol, deterioration of significant relationships, diminished energy, loss of pleasure in formerly pleasurable activities, thoughts of suicide. At the individual level, seafarers may consider disclosure of emotional suffering a sign of weakness and shame. Ship owners must redouble and sustain current efforts to educate seafarers about symptoms of concern as well as providing means to receive care at sea and at port. Developing company and insurance protocols to intervene before the severity of symptoms increases helps ensure disclosures of mental health issues. Maritime stakeholders have moral and ethical obligations to promote an environment where disclosures about mental and physical health concerns facilitate diagnosis, treatment, and rehabilitation rather than dismissal from employment.

We also may speak about conscious and unconscious mental states of seafarers at sea. In a certain state the seafarer would like to realize this state in words and communication. Some positive states are associated with certain words or phrases that seafarers later will be able to activate through the process of generating these states of mind from the memory of associations. Now we research how to train the students-future seafarers to change their state of mind through changing words and thoughts. These skills will help them to cope with some psychological problems at sea. In a multinational crew the words will be in English, of course, so again we consider this process of activating the state of mind with a foreign language competency.

A person needs communication, whatever state of mind he may be in, joyous or sorrowful [5]. Regardless of the nationality composition of crews, story-telling remains an important part of life aboard and has not been displaced by the sophisticated entertainment and communication systems found on well-equipped ships. Stories are typically told in those passing moments when there are just minute to spare but there is a need to assert some social contact. In their content these stories are not necessarily or even often extensive narratives with elaborate plots punctuated by climaxes and denouements. They just tell of bars visited, beautiful women, lovely ports, sad shipmates, storms and calms, good and bad captains, devious crewing agents, abominable food, and the like [6]. Such tales have a long tradition and they unite the work content, work routines and social relationships and create a new professional culture.

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Тирон О.М.

ПСИХОЛОГІЧНІ АСПЕКТИ ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ МОРЯКІВ

Автор відзначає, що процес глобалізації в морській індустрії веде до загальної практики формування міжнародних морських екіпажів. Створення позитивного психологічного клімату між моряками стає нагальною проблемою.

Автор досліджує психічні стани майбутніх моряків в умовах практики в міжнародних екіпажах та аналізує шляхи досягнення їх адекватного іншомовного та міжкультурного спілкування. Автор робить припущення про зв'язок емоційного стану моряка з потребами комунікації. Певна іншомовна компетенція може закріпити позитивний психічний стан чи скорегувати негативні прояви емоційного стану. Автор проводить емпіричні дослідження даного припущення.

Ключові слова: психічний стан, іншомовна компетенція, спілкування на морі, психологічні моделі міжособистісного спілкування, нова професійна культура.

Тырон Е.Н.

ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ МОРЯКОВ

Автор отмечает, что процесс глобализации в морской индустрии ведет к общепринятой практике формирования международных экипажей. Построение позитивного психологического климата между моряками становится неотложной проблемой.

Автор исследует психические состояния будущих моряков на плавательной практике в условиях международного экипажа и анализирует пути достижения их адекватного иноязычного и межкультурного общения. Автор делает предположение о взаимосвязи эмоционального состояния моряка и его потребностями в коммуникации. Определенная иноязычная компетенция может закрепить позитивное психическое состояние и скорректировать негативные проявления эмоционального состояния. Автор проводит эмпирические исследования данного предположения.

Ключевые слова: психологическое состояние, иноязычная компетенция, общение на море, психологические модели межличностного общения, новая профессиональная культура.