

*individualization, that is the organization of educational-cognitive activity taking into account individual capabilities and possibilities of students; individual co-operation of students with educational information. It's important to admit that contextual learning is used for proper teaching and learning of future physicians which is realized by means of active learning. A communicative component plays the considerable role in the process of professional culture formation of students of higher medical establishments that provides the proper intercommunication and communication between a physician and a patient. The communicative component is aimed to form the ability to define the strategic aim of communication and choose the most effective tactical receptions of future physician realization. The students of medical institutions have the high self-appraisal of their own communicative culture. But the analysis of results of the student questionnaire has showed that the indexes of the communicative culture is low.*

*Key words: professional training, physicians, teaching methods, system.*

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УДК 378

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**SOCIO-CULTURAL ASPECT OF COMMUNICATIVE COMPETENCE  
OF FUTURE NAVIGATORS**

*The article focuses on the importance of socio-cultural aspect of communicative competence of future navigators of international voyages to understand foreign and native cultures. A variety of cross-and-cultural difficulties and some possible ways to overcome them are considered in the article. The author dwells on that the students cannot become the expert users of English in case if they do not realize that there are cultural barriers in cross-cultural communication. It is analyzed teachers' role in raising the students' awareness to cope with cultural barriers. The article deals with the importance of increasing intercultural communication for future navigators.*

*Key words: socio-cultural aspect, future navigators, cross-and-cultural difficulties and differences, intercultural communication, teachers' role, to improve, up-to-date course book.*

Globalization of the world shipping industry has brought a wider transparency to national borders. Operators of shipping companies, ship owners, seamen tend to arrange and conduct their meetings in all parts of the world, and at the same time they have to take into account the manner things are perceived in these various locations. This includes different perceptions of meals, customs, traditions, cultural behaviours, greetings and even facts.

The process of international integration in various spheres of economic and social life presupposes common economic and international space. It is natural that ongoing changes stipulate specific alterations in the framework of educational system.

The value of multilingual skills in a modern world which is gradually turning into an indivisible global village is hard to overestimate. As mobility, both virtual and physical, has increased, communication channels from face-to face to e-mail have become increasingly important. Much communication requires the ability to use language in both oral and written form effectively. Marine specialists can survive and become competitive on the global shipping labour market if they are not restricted by language barriers in their worldwide search of employment.

The demand for the maritime universities graduates with a profound nautical education and good command of English is outstripping supply.

Future navigators will have to function successfully as individuals across cultures. Apart from excellent knowledge of English they will need to acquire the socio-cultural competence as an additional aspect of their communicative competence. Meanwhile, several

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conditions must be met if the socio-cultural aspect of language study is to be successful. For example, students must be in possession of sufficient background competence and communicative skills.

The paper highlights socio-cultural aspect as one of the major objectives of communicative competence of future navigators.

The importance of developing skills of socio-cultural communication and intercultural mediation has becoming predominating. Moreover, it is gained some peculiar features aimed at polycultural and linguo-cultural approach to learning English. It is necessary to stress that socio-cultural competence as a result of multicultural education suggests not only proper language use, awareness of the nature of the language but understanding of foreign and native cultures.

According to O. Tarnopolsky socio-cultural competence is gained by promoting students' awareness of different communicative behavioral patterns: verbal and non-verbal communicative behavioral patterns and lifestyle, verbal and non-verbal communicative behavioral patterns [2].

What is important for students of the maritime institutions is that they should understand possible differences between their own culture and that of others and that they should develop their attitudes and acquire the means to cope with such differences.

R. Lado underlines that the knowledge of language as carriers of the cultural information increases immensely the power of the creative cognition and enlightenment of a society and its members [1].

Since language and culture are deeply interlinked, for the former to be an element of the later, it is at the same time a mean of immediate thorough insight into it. Teaching communicative competence including socio-cultural element has become a must for future navigators. For effective communication the language used must be appropriate to the situation the person is in. Appropriate language use in social context requires from learners, the future navigators, to know not only «what» but «how» and «when» to say this or that.

The cultural approach to language teaching has brought into the focus of pedagogical strategies the personality of every student. The message of humanism in language teaching is candidly approved by teachers who adhere to different methods in their practices. Much attention is given to the consideration of students' insights and experience.

A foreign language learned in a culture can promote and update intercultural communication. Language taught for communication should include its cognitive and cultural dimensions. The cognitive approach is a challenge. Cognitive approach to language learning helps students learn to develop complex forms of thinking: acquisition of information, comprehension, application, analysis, synthesis and evaluation.

Cultural knowledge constitutes a significant part of general knowledge organization, being indispensable of providing the mechanism of adequate understanding of ethnographic peculiarities in the process of human cognition. Cultural knowledge is represented in special cultural models, and they fix and store collective experience. Language learning should promote in learners a concern for others, a respect for people of different cultural backgrounds and life-styles.

Every marine specialist should bear in mind that there is a variety of cross-and-cultural difficulties, stumbling blocks in supporting small talk, areas for miscommunication caused by improper choice. Let's consider the underlying differences in their verbal manifestations amount to the typical cases of:

- misuse of words and collocations, grammar patterns and formulas of politeness resulting from differences in intercultural meaning equivalence;
- divergences in modes of communication resulting from differences in mentality;
- cases of misuse that lead to being misunderstood, considered offensive/too straightforward or aggressive, looked down/laughed at or considered amusing;

- the typically Ukrainian affirmative reaction to negative questions, misuse of greeting and parting formulas, apologies;
- monosyllabic answers, misuse of imperative with «please» in requests, overuse of «of course» (which is not so frequent for English, mostly a reaction to something quite obvious), straightforwardness (as a result of thinking in Ukrainian and translating back), improper informal phrases borrowed from popular films or novels;
- inappropriate long explanations typical for the Ukrainians and inadequate for the English mentality, inappropriate excessive politeness often stemming from confusing spoken and written or formal or informal English.

In order to overcome misinterpretation in a cross-cultural discussion which may cause subsequent miscommunication the process of socio-cultural acquisition should introduce the learners to realia. They should be shown sources of input a native speaker of the language might come across in daily life, such as: advertisements, maps, city guides, timetables, theatre programs, tickets, etc. The use of authentic materials enables the learners to acquire a deeper insight into international etiquette, historical, social and cultural background of English-speaking peoples, make them able to interact in real-world situations. Such realia-based activities always encourage the students and eventually acquire inter-cultural and trans-cultural awareness which recognizes the existence of other centres of identity, reinforce or even create an insider's view of the target culture.

Among other things, simulation is an imagined real-life situation comprising problem solving, case studies, decision making and consensus building. In many cases students are excited to simulate the roles of ship trading experts, crew management consultants, ships captains, ships owners etc.

K. Jones says that simulations are continually proving to be a good tool for maintaining students' interest and intrinsic motivation in learning a foreign language [4].

In teaching English as a second language not only grammar and lexis is a must. The final goal of teaching a foreign language is to enable future navigators to communicate effectively with other people. This entails being able to interpret both written and oral texts in a foreign language in such a way that would not be incompatible with interpretation by native speakers. When the students speak or write in English their texts should not cause unintended effects. These goals cannot be achieved unless the students become aware of cross-cultural differences. So, the students cannot become the expert users of English in case if they do not realize that there are cultural barriers in cross-cultural communication.

We'd like to stress that to train future navigators we should remember that they must operate on a number of different things aboard at the same time such as: navigation, business correspondence, ordering the ship's stores, crew management. And, of course, they have to communicate.

The fact is that effective communication is everything. But there are some great problems with communication:

- partners may not be talking to each other in such a way as not to be understood;
- if you are not hearing what the other side is saying, there is no communication;
- one more problem is misunderstanding which can be caused by cultural differences.

Thus, to overcome all these problems teachers should raise the students' awareness that they are the members of a particular culture. Once students know how to talk about their culture, they are ready to discuss values, expectations and traditions of others. In such case we can speak about a high degree of intellectual objectivity. It is necessary to discuss and analyze critical incidents to define how our world views occasionally collide and leave people perplexed and offended.

So, teachers should recognize the importance of the underlying dynamics of a culture in language and communication. And students, in their turn, should be actually equipped with the cognitive skills which they need in a second-culture environment.

It is worth focusing on intercultural communication, since even having a good command of the same language, people are not always able to understand each other correctly, the difference of cultures often being the reason for it.

As we know intercultural communication includes not only linguistic elements, i. e. grammar, syntax, pronunciation, but also interactional as well as socio-cultural aspects of speakers. So, language teachers and trainers should emphasize the important elements.

When learners meet the otherness of a society with a different language, they certainly need both linguistic competence and intercultural competence. Successful learners are those who see cultural diversity as an opportunity, as something that can be learned, managed, and made use of, and who are willing to develop their intercultural competence as a part of their social and communication competences. The components of intercultural competence contain, for example, affect (emotions and attitudes), knowledge, behavior and skills. The process of developing intercultural competence is a slow, gradual transformative learning which consists of foreign language studies, intercultural training, and hands-on experiences of other cultures and their people.

It is important to increase intercultural communication in all aspects of the future navigator work. So, the students in particular need to be aware of cultural differences in order to develop positive relations and to avoid frustration when dealing with people from other cultures on board a ship. Intercultural communication also helps the students to increase their awareness of their own culture. Intercultural communication may contribute to the prevention of stereotyped images of other societies. Being on board a seafarer should observe similarities and differences in cultural behaviour.

So, to make intercultural communication successful, communicators should have the background knowledge about the country of a target language and be well aware of the facts, norms and values of the nation culture, and specific of verbal and non-verbal behaviour accepted by the given ethnic culture. Among the factors, predetermining specific of speech behaviour are the following: cultural and historical traditions; social situation and social functions of communication; ethnic psychology in its narrow sense (the peculiarities of psychological processes and different kinds of activities); peculiarities of the community language; and individual notions and reactions in the thesaurus of the community.

In 2001 the new University Curriculum for English language development envisages correlation of content, methods of teaching and assessment with the recommendations of the Council of Europe. It promotes principles of democratic and humanistic education, aiming at developing language personality that is able to successfully function in multicultural and multilingual context [3].

The implementation of the Curriculum demands developing new materials that can translate its ideas into teaching practice. There is a certain gap in the available teaching materials since some of the local books, though still in use nowadays, do not reflect contemporary images of the real world, do not take into account the latest developments in methodology, and cannot support changes in language education necessary for integration into the European Community.

The main methodological principles the course book should be based on are communicative approach, skills integration, students' personal and professional development. They are realized by implementing a combination of the time-tested techniques and effective new ways of learning and teaching the language. The suggested procedures and activities should be adapted to meet the needs of individual learners.

The objectives of the course book must be related to the actual needs of Ukrainian students both in tertiary education and in their future careers. It aims at achieving affective and cognitive appeal through the selection of tasks and materials with intelligent, nontrivial content. The topics covered should present a balance of Ukrainian and international issues encouraging students to observe differences and similarities between the English-speaking

countries and Ukraine, to break cultural stereotypes, to develop tolerance and cultural awareness and to relate the content of the texts and asks to their own experience and opinions.

Up-to-date interesting texts with a high informative potential, a variety of communicative activities, high quality production values (the use of colour and photographs) can raise students' motivation to learning English and contribute to the integrated development of their communicative skills.

It is necessary to mention that apart from language there are other factors that can either help or break seamen's communicative competence. So called non-verbal communication such as eye contact, touch, body distance, paralanguage, or interactional skills such as turn-taking rules can be differently used and interpreted in different cultures. Excellently acceptable certain practices and behaviours in one culture can lead to a breach in communication between people of different cultures.

So, to improve communicative competence learners need to become sensitive to the multiplicity of cultural values. It can directly lead to successful interaction. Miscommunication may start from small linguistic misunderstandings and lead to serious situations which may be differently interpreted and their process can be completely different from culture to culture.

Thus, if a navigator speaks a common language such as English with other foreign crewmembers on board it does not by itself guarantee effective communication. It is necessary for him to be aware of the different behaviour, attitudes and values of people from different cultures and countries.

Competence in speaking includes the ability to use appropriate speech for the circumstances and when deviating from the normal to convey what is intended. If a seaman wants to master a foreign language he needs to become communicatively competent in that language. Researchers say that linguistic accuracy is important for this communicative competence but it is not sufficient. In other words, successful speaking is not just a matter of using grammatically correct words and forms but also knowing when to use them and under what circumstances.

Thus, future navigators should remember that from country to country social taboos, politics and religious traditions and values differ, and these cultural variables need to be respected.

To sum up, marine professionals have to be ready for cross-cultural communication. They have to take into account cross-cultural misunderstanding- conflicts of values and expectations. Effective partnership communication is rarely born out of treating everyone the same. Knowledge and understanding is essential to get along well with one's partners from other countries. Cultures of crewmembers are so varied and so different throughout the world that management on board a ship has to take into account differences rather than simply assume similarities.

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СОЦИОКУЛЬТУРНИЙ АСПЕКТ КОММУНИКАТИВНОЇ КОМПЕТЕНЦІЇ  
БУДУЩИХ СУДОВОДИТЕЛЕЙ

В статті розглядається важливість соціокультурного аспекту комунікативної компетенції майбутніх судоводителів міжнародних рейсів для розуміння іноземної та рідної культур. Безліч кросс-культурних труднощів та деякі можливі шляхи їх подолання розглядаються у статті. Автор підкреслює те, що студенти не зможуть хорошо використовувати англійський мову в разі якщо вони не усвідомляють існування культурних бар'єрів в кросс-культурній комунікації. Проаналізовано роль викладача в покращенні знань студентів для подолання культурних перешкод. У статті розглядається важливість покращення міжкультурної комунікації для майбутніх судоводителів.

Ключові слова: соціокультурний аспект, майбутні судоводителі, кросс-культурні труднощі та відмінності, міжкультурна комунікація, роль викладачів, покращувати, сучасний навчальний посібник.

Ліпишиць Л.В.

СОЦІОКУЛЬТУРНИЙ АСПЕКТ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ  
МАЙБУТНІХ СУДНОВОДІВ

У статті розглядається важливість соціокультурного аспекту комунікативної компетенції майбутніх судоводів міжнародних рейсів для розуміння іноземної та рідної культур. Безліч кросс-культурних труднощів та деякі можливі шляхи їх подолання розглядаються у статті. Автор підкреслює те, що студенти не зможуть використовувати англійську мову у випадку, якщо вони не усвідомляють, що існують культурні бар'єри у кросс-культурній комунікації. Стаття містить погляди кількох науковців щодо розвитку мотивації студентів при вивченні мови, як носія культури певного народу. Проаналізовано роль викладача у покращенні знань студентів для подолання культурних перешкод. У статті розглядається важливість підвищення міжкультурної комунікації для майбутніх судоводів. Особлива увага приділяється основним методологічним принципам навчального посібника для формування комунікативної компетенції, включаючи соціокультурний аспект. У статті зазначається, що навчальний посібник повинен бути зорієнтованим на реальні потреби студентів при вивченні мови. Сучасні цікаві тексти з інформативним забарвленням, різноманітні комунікативні вправи, на думку автора, зможуть підвищити рівень мотивації студентів до вивчення англійської мови і, разом з тим, до розвитку комунікативних навичок. У статті наголошено що, для судоводів знання та розуміння є основними факторами у роботі з представниками різних країн на борту судна.

Ключові слова: соціокультурний аспект, майбутні судоводії, кросс-культурні труднощі та відмінності, міжкультурна комунікація, роль викладачів, покращувати, сучасний навчальний посібник.

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УДК 378.663.013.43

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СУТНІСТЬ КУЛЬТУРНО-ПРОСВІТНИЦЬКОЇ РОБОТИ  
У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ ПРИРОДНИЧОГО СПРЯМУВАННЯ

У статті розкрито етимологію поняття «культурно-просвітницька робота». Ураховуючи специфіку культурно-просвітницької роботи, виділено її особливості (здійснюється у вільний від навчання час; передбачає свободу вибору вихованця; направлена на підвищення загальнокультурного рівня вихованця, розширення його ерудиції; охоплює усі

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