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DEVELOPING TRAINING COURSE FOCUSED ON FUTURE SEAFARERS' SOCIOCULTURAL COMMUNICATION IN MULTINATIONAL CREW

The article deals with the analysis of available training courses focused on future seafarers' sociocultural communication in multinational crew: «Intercultural Communication Course», «Diversity Management», «Sociocultural Aspects of Future Navigator's Professional Training». The necessity of implementation of the suggested training courses into the learning and teaching process of higher maritime educational institutions has been grounded.

The establishment of a database of sociocultural teaching and learning materials has been proposed by the author. These materials may be used to raise the level of professional training of future seafarers in accordance with international standards, to familiarize the students with sociocultural concepts of their future professional activity.

Keywords: training course, sociocultural communication, future seafarers, multinational crew.

Professional training of future seafarers in the system of higher maritime education of Ukraine shall meet the requirements of national (industry standard) and international documents (conventions, codes, resolutions), adopted by the International Maritime Organization (IMO).

Nowadays the shipping industry is characterized by its diversity (multilingual and multinational crews on board ships) due to the increasing internationalization and globalization processes. As the vessel is a social, cultural and working environment for crewmembers on board, the chances that they have to encounter the personnel of different nationalities and cultural backgrounds are very high. Future seafarers shall communicate both between ship and shore in ordinary and emergency situations, e. g. in narrow channels, in coastal and congested waters, in restricted visibility, in distress / urgency situations, during berthing, anchoring, pilotage etc. In all above mentioned situations the crew shall communicate adequately in order to guarantee the safety of navigation. Furthermore, the seafarers are involved in daily communication on an intra-ship level, i. e. a process by which data are conveyed in an attempt to create shared understanding between crewmembers during routine and emergency operation of the ship.

Thus, there is an urgent need in clear and accurate on-board communication for safety of the crew and the vessel and effective social and cultural interaction among the crewmembers. These issues are very important as many maritime accidents are caused by communication failures and misunderstandings. Unfortunately, real situation with communication in mixed crews is rather problematic and often results in unsuccessful attempts to understand each other.

In this regard, training of future seafarers for effective sociocultural communication on board is a key issue for maritime institutions. As the consequence, these institutions shall develop training courses and teaching materials to form seafarers' sociocultural skills necessary for both safety and communication within mixed crews. The aim of such training courses is to cultivate maritime officers and ratings who apply their professional knowledge and communicate with crewmembers originated from different social, cultural and linguistic backgrounds in common working environment.

The problems connected with cultural awareness, cultural misunderstandings, sociocultural communication, effective cooperation and unity amongst crewmembers, balanced and efficient working atmosphere on board the ship have been deeply studied and examined by native (M. Babyshena, N. Bobrysheva, S. Kozak, M. Kulakova, L. Lipshyts, O. Romenskiy, N. Slyusarenko, V. Smelikova, S. Sytnik) and foreign researchers (T. Andres,

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C. Chirea-Ungureanu, J. Gu, J. Horck, H. Iakovaki, F. Knudsen, A. Noble, M. Progoulaki, I. Salter, L. Stan, L. Sun, I. Theotokas).

Most of them are focused on intercultural communication within mixed crews and necessity to prepare future seafarers for a diverse working environment on board. The majority of research papers are directed to increase the trainees' cultural awareness of their own «home culture», the sociocultural materials provided by the authors usually are based on traditions, customs, behaviours, beliefs and values of the «home culture»: the Filipinos [1], the Chinese [4; 15], the Greek [6; 14; 16], the Romanians [2; 3], the Swedes [5], the Danes [13], the Nigerians [12].

But much of the focus must be on development of successive and systematic training courses and teaching materials which would assist future seafarers in the field of professional training to meet challenges of a modern diverse maritime industry. The improvement of training materials as guidelines for effective sociocultural communication in mixed crews must be done dynamically and continually. Taking into consideration that the mentioned problem has not been fully dissected, it is necessary to outline specific and logical instructions as for the development of teaching materials which would meet the requirements of the main official publications covering the problem of multinational maritime community organization and management such as the International Convention on Standards of Training, Certification and Watchkeeping (STCW) and the International Safety Management Code (ISM Code). The outline of the IMO model courses «Personal Safety and Social Responsibility» [7], «Leadership and Teamwork» [8], «Maritime English» [9], «Master and Chief Mate» [10], «Officer in Charge of Navigational Watch» [11] is also considered as guidelines for sociocultural training.

The purpose of the research is to conduct an analysis of available training courses focused on intercultural and sociocultural communication on board ship, to assess their effectiveness and potential success.

From the foregoing, it is important that maritime institutions play a proactive role and develop training courses which prepare future seafarers for a diverse working environment. Training focused on sociocultural communication cannot be just a simple addition to the regular curriculum of maritime institutions. There is need to develop the entire course, learning and teaching materials devoted to sociocultural training.

According to C. Chirea-Ungureanu the basic part of available training courses focused on intercultural and sociocultural communication of seafarers on board (usually named «Cultural Awareness» Courses) are developed to increase the trainees' awareness of their «home culture»; the optional part of such courses is often concentrated on assumptions, values, and behaviours of the «target culture». The topics chosen by the researchers usually present the following framework: Part 1: »Considering Parameters»; «Defining Culture»; «Human Needs»; «Cultural Expectations and Behaviours»; «Identity Symbols»; «Rituals»; «Methodology: The Students Teach the Teacher»; Part 2: «Understanding Target-Culture Behaviour»; «Nonverbal Communication»; «Basic Reality-Assumptions»; «Home-Culture Values – Proverbs»; «Cultural Heroes»; «Cognition as Culturally Determined»; «Stereotyping-Roadblocks to Understanding»; «Culture Shock and Adjustment»; «Critical Incidents»; and «Pedagogical Approach» etc. [3, p. 20-21]

As there is still no universally adopted training course focused on intercultural and sociocultural communication, this article will outline those which can serve for this purpose: «Diversity Management» (author – Jan Horck), «Intercultural Communication Course» (author – Carmen Chirea-Ungureanu), «Sociocultural Aspects of Future Navigator's Professional Training» (author – Olena Frolova).

The first course among the above mentioned training courses is «Diversity Management» [5]. Its developer, Jan Horck, holds a Doctorial degree in Pedagogy and has a long work experience at World Maritime University (Malmö, Sweden). The specific character of this course is that it is based on principles of andragogy, because the trainees studying at World Maritime University are grown-ups with seagoing service. And as it comes

from the course name it is used in the training process of future maritime officers at the management level.

The author mentions that the word «diversity» does not denote only «culture» (usually an emphasis is put on this word). Diversity has much broader meaning and can include such issues (except culture): Age, Race, Beliefs (political, religious), Gender, Sexual orientation, Cognitive style, Language, Skills (specialization, expectance), Colour, Physical ability, Social class. The course is intended to prepare future seafarers for work in a diverse shipping industry focusing on the main aspects of the issues mentioned above [5, p. 167]. We'd like to stress that «diversity» unites both social and cultural phenomena.

Jan Horck mentions that «it is practically impossible to have all the world's cultures discussed in a course on diversity management» [5, p. 169]. We fully agree with his statement. Cultures and social groups are very rich in peculiarities and specific characteristics. It seems impossible to cover all massive data. Anyway, such course highlights the basic knowledge on sociocultural communication and interaction of seafarers on board.

The layout of this course is rather adaptable. At World Maritime University its duration is ten periods (90 minutes each). The course includes three sub-modules:

1) diversity management – the basic aspects on a diverse nature of modern shipping industry, the challenges of work in multinational, multilingual and multicultural crew, the role of female officers performing management duties onboard;

2) discussions – considerations about the change of attitudes, self-awareness, communication failures and victims of prejudice etc. Group and pair work, case studies and discussions play an important part in this course;

3) assessment – reasoning on how to evaluate if a trainee is culturally aware or not [5, p. 171].

This course does not provide keys to the whole range of sociocultural challenges which take place at sea and on shore, but its contents and methods can be used as a basis for further development perspectives.

The second course to be analyzed is «Intercultural Communication Course». It was developed by associate professor, PhD Carmen Chirea-Ungureanu [2]. This course was addressed to Romanian students-maritime officers and implemented at Constanta Maritime University.

The course consists of two major parts (duration – 14 hours each): Home culture and Target culture.

C. Chirea-Ungureanu mentions that the Part One of the course is aimed to increase the trainees' awareness that they are members of a certain culture. During these units the students learn the vocabulary which can help them to describe traditions, values, behaviours, customs, cultural signs and symbols [2].

The author stresses that the students have to investigate their own culture first and only then to discover new cultures. She suggests the following topics to be included into the course and grounds their sequence in the syllabus (table 1).

Table 1

The Syllabus of «Intercultural Communication Course»

Part One: Home culture			Part Two: Target culture		
Unit 1.	Defining culture	2	Unit 1.	Basic reality assumptions	2
Unit 2.	Defining human needs	2	Unit 2.	Cultural values	2
Unit 3.	Behaviours	4	Unit 3.	Human cognition	2
Unit 4.	Friendship	2	Unit 4.	Stereotyping	2
Unit 5.	Cultural symbols and rituals	4	Unit 5 / Unit 6.	Culture shock / Cross-cultural communication	2 / 4

As for the methodology suggested by the author the student-centered approach is highly useful. The trainees interact with each other and their instructor / lecturer. In the

process of training they have a chance to brainstorm, discuss, make decisions, study profession-focused cases, prepare creative projects and present them in a class. The student-centered approach is even more productive if the classroom or group is multilingual and multicultural by nature. Moreover, future seafarers are motivated to get this knowledge as it will help them in their further maritime career. At the end of this part of the course, the trainees shall be evaluated on their participation in pair or group work, on the quality of their projects and presentations, and on a final test of Part One.

The aim of Part Two is to familiarize the students with basic aspects of effective intercultural communication and interaction on board [2].

The trainees are advised how to react to challenges which can take place in mixed crews. The problem is caused by discrepancy of the students' certain cultural worldviews in relation to other (foreign) worldviews. The objective of Part Two is to raise a degree of understanding and tolerant attitude to the target (foreign) culture. The instructor / lecturer shall put an emphasis on necessity of accurate reaction and interpretation of different cultural values and behaviours. This part of the course deals with basic reality assumptions, cross-cultural communication, cultural values, stereotypes and culture shock. The students discuss, debate and critically analyze the incidents or accidents which occurred because of intercultural communication failures.

The emphasis in Part Two of the course is put on the free exchange of opinions, ideas and decisions. The instructor / lecturer shall use interactive tasks, vary different activities. One more important thing is to remind the trainees that the cultural information they are studying is essential for further successful seagoing service in mixed crews.

In general, the course «Intercultural Communication Course» is scientifically developed and grounded. Its content is of great current interest; the structure is logical. Part One and Part Two are interrelated and interlinked, both of them determine the stages of achieving the aim – readiness of future seafarers for intercultural communication on board.

The third course under analysis is «Sociocultural Aspects of Future Navigator's Professional Training» [18]. The topics of the course and their sequence are presented in the syllabus (table 2).

Table 2

The Course Syllabus of «Sociocultural Aspects of Future Navigator's Professional Training»

№	Contents	Hours
Module 1		
Introduction to theory of sociocultural communication		
1	Sociocultural competence: structure and functions	4
2	Intercultural relations in multinational crews	4
Module 2		
Sociocultural differences in multinational crews		
1	Conflict solution in mixed crews	4
2	Verbal and non-verbal intercultural communication on board	4
Module 3		
Strategies of intercultural interaction with members of multinational crews		
1	Sociocultural peculiarities of behaviour of members of multinational crews (Western culture representatives)	4
2	Sociocultural peculiarities of behaviour of members of multinational crews (Oriental culture representatives)	4
	Individual performance	4
	Self-guided work	4
Total (hours)		32

The course duration is 32 hours, of which lectures – 12 hours, practicals – 12 hours, individual performance – 4 hours, self-guided work – 4 hours.

The main goal of the course is to train future navigators to: 1) appreciate and use common heritage of mankind and general cultural background in the process of sociocultural communication; 2) make a choice of the efficient verbal and non-verbal means of communication, use them with due consideration of extra-linguistic (noise, vibration) and linguo-social factors (age, status, nationality).

The authors' definition of the notion «sociocultural communication of the future navigator» is clarified as a process characterized by the ability of the future deck officer to perceive, realize, interpret and use the information of national-cultural character that makes an opportunity to be harmoniously integrated into the isolated, multinational, gender-imbalanced professional environment.

Though the training course is addressed to future navigators, it can be successfully used in the training process of other maritime professionals (marine engineers, electro-technical officers) on condition that it is added with particular tasks and activities.

In the methodical guidelines to the training course [17], some specific techniques are proposed to raise future seafarers' cultural awareness and develop sociocultural communication skills for successful interaction in mixed crews.

Currently student-centered approach is the most appropriate to training maritime professionals for further international seagoing service. Though traditional methods such as explanation, practice and comparison are useful to some extent, they are not very effective in arising future seafarers' enthusiasm for work within multilingual and multinational crews. Some sample activities and techniques can be recommended as follows:

1. The teacher shall use authentic and real-life / near-real information. As it is difficult to take the students to real working site area, authentic real-life / near-real information can be rather useful for the trainees to meet with challenges of a diverse working environment. The information is selected from different resources: maritime accident reports, maritime officers' memoirs, ship's log books, ship's and shipping company's correspondence, maritime journals, the Internet etc.

2. Group discussions are highly recommended to develop sociocultural communication skills. While learning foreign cultures, the training process may be more successful if it is based on cooperative and interactive teaching. The students are given a task to solve different sociocultural problems by discussing a particular profession-focused topic in a group.

3. Role-plays can be helpful when making presentations of daily life scenes of mixed crews in dramatized form. The best way is to have these scenes acted out by the trainees. Each scene shall be planned to demonstrate a cultural value or problem. After the role-play is performed it shall be discussed in a class.

4. The trainees shall be involved into cultural research work. The instructor may advise some topics to do a deep research by guiding / assisting students to prepare projects or presentations on suggested topics. Such activity can raise future seafarers' motivation to learn new information about different cultures.

Thus, this course is developed to prepare maritime students for joining mixed crews on board ship. The topics, educational methods and activities of the course are rather useful. The students can apply obtained knowledge and skills during their future seagoing practice on board ship within multinational crews.

Three training courses – «Diversity Management», «Intercultural Communication Course», «Sociocultural Aspects of Future Navigator's Professional Training» – have been analyzed in an attempt to determine if they are applicable to train future seafarers for intercultural and sociocultural communication. The results of such analysis have revealed that all of the above mentioned courses can serve as a platform for intercultural education of

maritime professionals. They are suitable for academic purposes in preparing students for a diverse working environment on board, contain appropriate learning and teaching materials.

Since there is no model course on cultural awareness adopted by IMO, maritime institutions shall develop courses focused on intercultural and sociocultural communication of future seafarers on board proactively. To meet this educational challenge it is advisable to establish a database of teaching and learning materials to support the training process.

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К ВОПРОСУ СОЗДАНИЯ КУРСА ПОДГОТОВКИ БУДУЩИХ МОРСКИХ СПЕЦИАЛИСТОВ К СОЦИОКУЛЬТУРНОЙ КОММУНИКАЦИИ В МУЛЬТИНАЦИОНАЛЬНОМ ЭКИПАЖЕ

В статье проанализированы имеющиеся курсы подготовки будущих морских специалистов к социокультурной коммуникации в мультинациональном экипаже: «Курс межкультурного общения на борту судна», «Управление этническим и социокультурным многообразием», «Социокультурные аспекты профессиональной подготовки будущего судоводителя». Обоснована необходимость применения предложенных курсов в учебном процессе высших морских учебных заведений.

Предложено создание базы учебно-методических материалов, которые можно будет использовать для повышения уровня профессиональной подготовки будущих морских специалистов в соответствии с международными стандартами, ознакомления студентов с социокультурными основами будущей профессиональной деятельности.

Ключевые слова: курс подготовки, социокультурная коммуникация, будущие морские специалисты, мультинациональный экипаж.

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ДО ПИТАННЯ РОЗРОБЛЕННЯ КУРСУ З ПІДГОТОВКИ МАЙБУТНІХ МОРСЬКИХ ФАХІВЦІВ ДО СОЦІОКУЛЬТУРНОЇ КОМУНІКАЦІЇ В МУЛЬТИНАЦІОНАЛЬНОМУ ЕКІПАЖІ

У статті проаналізовано наявні курси з підготовки майбутніх морських фахівців до соціокультурної комунікації в мультинаціональному екіпажі – «Курс міжкультурного спілкування на борту судна», «Управління етнічним та соціокультурним різноманіттям», «Соціокультурні аспекти фахової підготовки майбутнього судоводія». Обґрунтовано потребу застосування запропонованих курсів у навчальному процесі вищих морських навчальних закладів.

Удосконалення системи підготовки майбутніх морських фахівців має відбуватися безперервно й динамічно, тому що морська галузь постійно вимагає від вищої школи вирішення нових, більш складних завдань.

Автором підкреслено той факт, що наразі спеціальних курсів та конкретних методичних розробок з означеної проблеми, які б відповідали умовам сьогодення, недостатньо. Це може бути зумовлено тим фактом, що Міжнародною морською організацією (ІМО) досі не розроблено й не впроваджено типового модельного курсу з підготовки морських фахівців до професійної діяльності в умовах мультинаціонального професійного середовища.

Запропоновано створити базу навчально-методичних матеріалів, які можна буде використовувати для підвищення рівня професійної підготовки майбутніх морських фахівців відповідно до міжнародних стандартів, ознайомлення студентів із соціокультурними основами майбутньої професійної діяльності, урахування специфіку культурних реалій, різних менталітетів у мультинаціональному екіпажі.

Ключові слова: курс підготовки, соціокультурна комунікація, майбутні морські фахівці, мультинаціональний екіпаж.

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ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ТЕХНОЛОГІЙ ДО РОБОТИ З ТВОРЧО ОБДАРОВАНИМИ УЧНЯМИ ПІД ЧАС ВИКОНАННЯ НИМИ ДИПЛОМНИХ РОБІТ

Статтю присвячено проблемі підготовки майбутніх учителів технологій до роботи з учнями, що мають задатки до творчої діяльності. Автор показує важливість цього напрямку роботи й пропонує власне бачення шляхів підвищення його ефективності. Ним розроблено тематику дипломних робіт, виконання яких орієнтоване на розвиток готовності вчителя до організації роботи з творчо обдарованими учнями. Тут же подається орієнтовний зміст такого виду дипломних робіт, дається пояснення окремих розділів та їх пунктів.

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