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### **SIMULATION AS MEAN OF SOLVING COMMUNICATION PROBLEMS DUE TO MULTICULTURAL VARIATIONS IN MARITIME ENGLISH**

Planning simulations for training communication has challenges. It would seem that the simulations must be planned not to be as realistic as possible, but instead to force the participants to use the vocabulary and/or language patterns or structures that are the objectives of the training. This might go against what maritime simulator instructors in general might think, making it more difficult for language teachers to realize their ideas. Thus the following recommendations could be interesting to discuss with maritime simulator instructors. There is a discussion about briefings, but the same applies to any communication exercise in a simulator.

1. In order to force the participants out of their comfort zone, all exercises should be carried out in English;

2. It would have been good to have e.g. more experienced students to perform the parts of the crew in the simulations, thus enabling the participating pilots to focus only on their own roles and eliminating the “mate-factor”;

3. The participants should be given a script for the briefings, already in connection with the first familiarization-simulations. This would force the participants to do the briefing in the way presented in lectures. Having practiced the script once, it could underpin the usage of the script in the following simulations as well;

4. Simulations should be planned to maximize oral communication, disregarding the authenticity (realistic factor) claim;

5. A debriefing session after the simulation must be held. The experiences from the simulations are the most important source for learning. If a good discussion can be created in the debriefing that follows a simulation, the participants will analyze and reflect on their performance. They will in other words reach the highest levels of Bloom's taxonomy [1, p.16]. If and when this happens, the simulation can be considered successful. How reflecting over own communication can be supported needs to be further practiced.

**One of the greatest** challenges in teaching good communication skills is to design content-based language learning activities which integrate Maritime English along with the requirements of the engineering profession. The design of such a curriculum supports the development of communicative skills by enabling students to recognize any given communicative dimension of their profession in a natural working environment. Another yet greater challenge, is to progressively integrate all these activities in the courses of an established university programme. Improved language skills enhance communication and leadership skills and also promote the understanding of multicultural variations amongst seafarers [3, p.63].

The intention of the Marine Engineering Programme is to provide stimulating, world-class, high quality engineer training on demand, with emphasis on sustainable shipping, encouraging

competitive knowledge not only of the shipboard engine systems of today but also of the maritime industry as a whole. The Marine Engineering Programme shows that cross-curricular integration at programme level is not only possible but also appreciated while fulfilling the conditions of a contextual teaching and learning perspective. This was identified in students' reflections, which were prompted to reveal what students thought about integrated courses and if joint teaching and learning activities of different subjects helped them acknowledge their learning process differently.

Maritime English is a restricted language defined by its particular setting. It aims at facilitating communication not solely at sea, therefore the partakers in the communication processes which take place in this given setting, and in the circumstances under which they might act in their various professional roles, must be taken into account.

Talking about the ways of teaching to communicate, we would like to speak about Problem-Based-Learning (PBL), which promotes independent learning, shifts the focus of the classroom from a teacher-oriented approach to a student-centered approach. Traditional education is sometimes accused of failing to equip students with problem-solving and life-long learning skills whilst PBL, by contrast, encourages self-direction and has been employed across a wide range of disciplines, including medicine, law, business education and leadership studies, to mention only a few [2, p.256].

The PBL method can be presented to students as a teamwork exercise. A document explaining the theory of PBL is made available to students via an online learning platform. In preparation for the task ahead students are asked to conduct their own short research into PBL in order to have a better understanding of the goals and objectives. When students first meet in class there is a feedback discussion on their findings. This

helps to clarify the method for all the participating students. There follows a brainstorming session on the “Seven Jump” system by which students are required to perform the following steps, in accordance with the theory of PBL:

1. read the text (the problem) and clarify any terms/words and concepts (linguistic problems);
2. define and describe the main problem;
3. brainstorm the situation, analyse the problem and distinguish sub-problems, including a ranking in terms of emergency and priority;
4. explain the problem by making a systematic inventory of the reasons for all the subproblems;
5. formulate the learning objectives/goals (leading to possible solutions);
6. search for additional information outside the group;
7. report and synthesize the new information and draw final conclusions [2, p. 257].

It revealed that when cadets are actually faced with the reality of dealing with aspects of leadership, language, teamwork, interpersonal issues, troubleshooting, knowledge sharing and cultural issues they are not always as confident as they think!

Maritime English is perhaps the ultimate example of English for Specific Purposes (ESP) as its specific purposes are naturally and accurately embedding the concepts and contexts of the maritime industry and its disciplines. Maritime English is not easily defined as various, more or less accurate definitions exist as a result of regional needs, unique local skills, and unpredictable requirements of its international users. Learners of Maritime English, depending on their background and different nationalities, will always have different needs and expectations of themselves and their tutors, which in turn determine course content at local level. Native speakers of English and non-native speakers of English will always have a very different initial

conception about their need to learn Maritime English as cadets, which includes the desire not only to learn Maritime English in school, but also to keep developing it, throughout life.

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### **THE TENDENCY OF WORDS SHORTENING IN MODERN FRENCH**

The modern world of communication is the world of always hurrying people who want to convey the maximum amount of information with minimal costs. The need to save time brings to