

SCTMG 2023**International Scientific Conference «Social and Cultural Transformations in the Context of
Modern Globalism»****FEATURES OF FORMATION OF FOREIGN-LANGUAGE
PROFESSIONAL COMPETENCIES IN A MARITIME
UNIVERSITY**

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Novorossiysk, 353924, Russia, hani-nov55@yandex.ru**Abstract**

This article considers the peculiarities of formation of foreign-language professional competences in a maritime university as a necessary condition in the preparation of future specialists for independent professional activity. The leading role of the communicative function of a foreign language in the professional foreign language training and personality formation of a cadet is confirmed. The important factor of formation of professional competence in the future naval specialist with experience and sufficient knowledge is noted. Modern forms and methods of teaching, computer and multimedia technologies, elements of problem-based learning, search methods allow cadets to independently set tasks and conduct research of problems, apply knowledge, forming internal motivation to improve the achieved level of foreign language competence. The necessity of creating continuity in foreign language teaching between a higher education institution and a future professional activity is noted. Modern approaches and methods of learning a foreign language in all variety of its functions are analysed. It is proved that the creation of conditions for ensuring freedom of choice and search determines the effective development of cadets' ways of activity, as well as the quality of formation of their professional competence.

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1. Introduction

The problem of forming professional competence of future maritime specialists is becoming more and more urgent. Modern companies are very interested in good qualified personnel, fluent in their profession, able to make the right decision in time and striving for professional growth.

Maritime transport relies heavily on skilled and well-trained seafarers, who play a key role in ensuring the safety of life at sea, the security of navigation and the protection of the marine environment. Competent seafarers are essential for the efficient management of ships, which includes not only navigation but also compliance with international standards and regulations. One of the most important tasks is to prevent accidents and incidents that could result in loss of human life or environmental disasters. To achieve this, seafarers undergo rigorous training and certification in accordance with international conventions, such as the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW). In addition, seafarers play an important role in protecting the marine environment. They are required to follow strict protocols for pollution prevention, waste management and response to spills of oil and other hazardous substances. This is especially important in light of global efforts to preserve the oceans and marine ecosystems. Efficient navigation also depends on modern technology and equipment, which seafarers must be able to use. This includes automatic control systems, radars, satellite navigation systems and other innovative solutions that improve the safety and efficiency of maritime transport. The revised STCW Convention proposes new international standards necessary to develop the professional skills and competencies of future maritime professionals (Gruzdev et al., 2017).

In connection with the modernization of higher education and improvement of innovative learning strategy, one of the urgent problems of higher school pedagogy is the problem of formation of foreign-language professional and general cultural competences. In the conditions of higher education, the process of learning a foreign language is realized not as information processing, but as mastering professional activity and communicative skills. We consider this process as a joint creative communication between the teacher and cadets, which is based on the presentation of professional mode situation and setting tasks that require a stipulated solution. The development of professional thinking in teaching a foreign language is carried out within the framework of a consistent system of problem situations of future professional activity.

2. Problem Statement

The development of cadet training methods is closely interrelated with the emergence of new approaches and methods of learning a foreign language in all variety of its functions. It is known that any method is oriented to teaching a specific language function, which is based on a certain system of knowledge, skills and abilities, representing professional and general cultural competences. The integrated use of different methods that are structurally and communicatively oriented does not exclude the priority use of communicative methods. This approach seems to us to be the most logical and reasonable, since the leading role of the communicative function of language in professional foreign language training is beyond any doubt. In this regard, there is a need to ensure such an organization of the

educational process that would contribute to the formation of the cadet's personality in the formation of his professional competence.

The concept of "professional competence" (from Latin *professio*-official occupation, Latin *competo* – to correspond, to fit) is understood as a cumulative characteristic of business and personal qualities of a specialist, reflecting the level of knowledge and skills sufficient to realize the purpose of this kind of activity (Avanesova et al., 2017). Professional competence includes all spheres of personality and is the main goal that a specialist should strive to master on the way of professional development. Professional competence is a level of mastery achieved by a future specialist on the way to professional development, which covers the need-motivational, operational and technical spheres of personality, self-consciousness and is formed in the activity (Batyshev, 1999).

3. Research Questions

The process of learning a foreign language is realized as mastering professional activity and communicative skills. Formation of foreign-language professional and general cultural competences is the key problem of the research. Communication in teaching a foreign language is carried out within the framework of a consistent system of problem situations of future professional activity. The priority integrated use of new approaches and communicative methods of learning a foreign language is the way to professional development of future marine specialists.

4. Purpose of the Study

To consider the problem of forming professional competencies of future maritime specialists that is becoming more and more urgent for independent professional activity. To analyze the modernization of higher education and improvement of innovative learning strategy formation of foreign-language professional and general cultural competencies. To prove that in the conditions of higher education the process of learning a foreign language is realized not as information processing, but as mastering professional activity and communicative skills. Communicative function of a foreign language in the professional foreign language training and personality formation of a cadet is the most important one. To propose the learning process as a joint creative communication between the teacher and the cadets, based on the presentation of professional mode situation and setting tasks that require a stipulated solution.

5. Research Methods

Professional competence of a graduate is a basic, integral quality of personality, manifested in a high level of professionalism, his/her ability to effectively perform practical tasks and responsibilities for the functional purpose in his/her specialty. It includes cognitive-operational (theoretical knowledge; practical skills and abilities, professionally significant for a specialist) and professional-personal (professional self-awareness; individual style of activity and communication; creative potential) components. Competence is considered as a result of the professional training of an individual in higher education, including professional formation, professional training, professional education; the level of

competence formation is determined by the content and structure of the educational process of higher education institution (Galieva et al., 2019).

The basis of teaching foreign languages using the personal-activity approach is the emphasis on actively involving students in the learning process, rather than simply memorizing information. This method assumes that students should develop skills that will allow them to independently and productively use a foreign language in a variety of situations. A key element of this approach is the creation of conditions in which students can actively apply their knowledge in practice. This may include participation in discussions, project activities, role-plays and other forms of interactive learning that stimulate the use of language in real contexts. Such methods help to develop critical thinking, creativity and the ability to solve problems in a foreign language. In addition, the personal-activity approach helps to form motivation and interest in learning the language, as students see real results of their efforts and can evaluate their achievements. It also helps to develop self-confidence and a willingness to use the language in everyday life. Research shows that this approach promotes a deeper understanding of language and culture, improves communication skills and helps students become more autonomous in their learning. As a result, students not only master the language, but also acquire skills that can be useful in various areas of life and professional activity. Thus, teaching foreign languages within the framework of the personal-activity approach is aimed at developing students' ability to independently and consciously use the language, which ensures more effective and sustainable acquisition of knowledge.

6The level of formation of foreign language competence of the cadet is determined by the presence of the following knowledge, skills and abilities. These are professionally significant language units and ways of their word formation, speech patterns, grammatical phenomena, and situations of professional communication, models of marine technical translation. There is an ability to conduct a conversation on specialty, to analyze specific information, to choose the strategy and techniques of professional communication, to compare facts and draw conclusions. There are also skills of application of linguistic means of professional communication; the ability to use the language of professional communication; the ability to use the language of professional communication; the ability to use the language of professional communication; the ability to analyze specific information, to choose the strategy and techniques of professional communication, to compare facts and draw conclusions.

As experience shows, to prepare a specialist ready to participate in intercultural communication, it is necessary to fulfill pedagogical goal-setting. Hence, we have analyzed the activity of a future specialist of maritime professions from the position of intercultural communication. We have identified the main directions of modernization of the content of education in maritime specialties in order to fill it with new information that contributes to the formation of skills and abilities to communicate in a foreign language and used modern pedagogical technologies in the training of cadets (Manetskaya, 2009).

Improving the quality of professional training of graduates of maritime universities continues to be the leading problem of professional pedagogy. Without scientific and practical solution of the issue, the focus, content, structure and methods of cadet training in maritime civilian higher education institutions, it is difficult to ensure a high result, despite the increasing needs of society. Their professional activity depends on the formation, development of intercultural communication ability in future specialists of maritime professions. The basis of such ability is the ability to communicate, the development of which is

aimed at the educational process. In this regard, it is logical to consider such category as "communication".

Interaction between people from different cultures requires not only knowledge of languages, but also an understanding of cultural features and symbols that affect the transmission and reception of messages. Each language contains its own unique communicative meanings, and for successful communication it is necessary to be able to interpret them correctly. This allows the participants in the communication to accurately understand the meaning embedded in the message. Communication is not just an exchange of information, but also a process of creating and interpreting meaning. The effectiveness of such interaction depends on the extent to which the participants attach the same meaning to the words and symbols they use. If the participants in the communication understand each other, this contributes to a deeper and more accurate exchange of ideas and emotions. Cultural codes play an important role in this process. They include not only linguistic features, but also non-verbal signs such as gestures, facial expressions and intonation, which can vary significantly across cultures. For example, gestures that are considered friendly in one culture may be perceived as offensive in another. Research shows that intercultural communication requires awareness of cultural differences and a willingness to adapt. This includes learning cultural norms and values, as well as developing intercultural competence skills that help avoid misunderstandings and conflicts. Successful intercultural communication is therefore based on the ability of participants not only to speak the same language, but also to understand the cultural contexts in which information is exchanged. This creates the conditions for deeper mutual understanding and cooperation in a globalized world.

When using the study of a foreign language as a means of forming a new activity in the mind of the learner, its algorithm is formed, feedback is realized on the basis of reflection, self-correction of the activity takes place. A significant contribution is made to the learner's understanding of the essence and social significance of the studied activity, to the formation of the ability to accept and argue.

The ability to use a foreign language as a communication tool is also developed.

As practice shows, the main task in teaching a foreign language in higher school is the quality of formation of ways of educational professional activity of students. The results of the conducted experiment prove that the creation of conditions for ensuring freedom of choice and search determines the effective development of cadets' ways of activity. Formation of skills and abilities of independent work is closely related to the organization of the professional training process (Popova & Galieva, 2017).

The analysis of psychological and pedagogical research allows us to assert that successful independent learning activity depends on self-organization, i.e. on the formation of cadets' attitudes to self-assessment and self-control. Self-organization cannot develop spontaneously in the course of solving training tasks. It is necessary to form the evaluation activity of students, developing a special attitude to their own activities, providing as much independence as possible in the learning process. New-generation teaching and methodological complexes of foreign language at a maritime university provide enough hours for independent work of cadets. This gives them the opportunity to independently set goals and solve problems in the learning process, to put forward their own initiatives, to responsibly solve problematic learning situations, to accept variable assessments, to avoid stereotypical target attitudes in the process of professional training.

The analysis of the professional training of future specialists at the university revealed the following. Self-organization and self-assessment increase positive motives in learning activities, form the cadets' skills to control their own motives. Self-organization in learning activity contributes to the development of personality, forms an objective attitude to others and critical attitude to one's own personality (Dokuchayeva et al., 2024; Tang & Yang, 2024).

Based on the position that the process of learning a foreign language can act as a means of teaching future activities, we give priority to active learning methods. We believe that such teaching methods are the most adequate for achieving the goal, the formation of the ability to intercultural communication.

Of particular interest for this study are methods of active learning, which represent a set of ways of organizing cadets' learning and cognitive activities that activate their thinking activity when learning new educational material and implementing existing knowledge. This approach not only facilitates and deepens the processes of cognition of reality, but also forms the basis of an emotional attitude to the surrounding world, develops activity systems and motives related to the upcoming professional activity. Active learning methods are divided into non-imitation (discussions, field trips, problem lectures, excursions), imitation non-game (solving production problems, analysis of a specific situation, actions according to instructions) and imitation-game (role and business games, game modeling).

The problem-solving method is a unique approach to teaching that focuses on creating conditions that encourage students to actively engage with the learning material. In this process, students are faced with tasks that evoke an intellectual and emotional response. They begin to recognize the existing contradiction: on the one hand, it is necessary to solve a problem or acquire new knowledge, and on the other hand, they may lack the necessary knowledge or skills to do so. This method is aimed at stimulating critical thinking and an active search for solutions. Students find themselves in a situation where they need to independently find missing information, analyze data and apply it to solve a given problem. This encourages them to a deeper understanding of the material and develop analytical skills. Problem situations are often used in educational systems that seek to develop students' independent learning and problem-solving skills. They can be presented in the form of real cases, project assignments or hypothetical scenarios that require students to apply interdisciplinary knowledge. Research shows that this approach not only promotes better learning but also develops collaboration and communication skills, as students often work in groups to find solutions. This creates a dynamic learning environment in which students learn to share ideas, discuss different points of view, and come to collective decisions. In addition, the problem-solving method helps students develop self-confidence and a willingness to solve complex problems in real life. It teaches them to adapt to new conditions and use available resources effectively, which is an important skill in today's fast-changing world. A problem situation generates in the learner a pronounced search need, the desire to find (discover or internalize) objectively necessary and sufficient knowledge and ways of action to solve the problem (Simonenko, 1997).

Application of the method of analyzing problem situations for the formation of the ability to intercultural communication seems to us to be productive. This method involves consideration and discussion of conflicting professional situations arising between representatives of different cultures. The analysis and justification of the reasons for the conflict are based on the differences in the norms of

professional behavior and culturally specific ways of speech design adequate to the content of professional situations. In the process of analysis, possible variants of positive verbal and non-verbal behavior that can contribute to making the right decision are commented on (Lipich & Balahura, 2024; Regnerová et al., 2024; Shumilina & Antsiferova, 2024).

Analysis of problem situations involves studying the speech and behavior of participants in real professional situations. The meaning of professional actions is explained, opinions are expressed regarding the motives, reasons and meaning of the participants' actions. Cultural, linguistic and linguocountry studies provide intercultural communication, which is realized not only in the classroom, but also outside it, integrating interchange and cultural cooperation with native speakers.

6. Findings

As experience shows, to prepare a specialist ready to participate in intercultural communication, it is necessary to fulfill pedagogical goal-setting. We have analyzed the activity of a future specialist of maritime professions from the position of intercultural communication and identified the main directions of modernization of the content of education in maritime specialties. The purpose is to fill it with new information that contributes to the formation of skills and abilities to communicate in a foreign language and used modern pedagogical technologies in the training of cadets. Without scientific and practical solution of the issue, the focus, content, structure and methods of cadet training in maritime civilian higher education institutions, it is difficult to ensure a high result, despite the increasing needs of society. Their professional activity depends on the formation of intercultural communication ability in future specialists of maritime professions. In practice, communicative activity involves three aspects: communicative, interactive, perceptual (Ahmad et al., 2024; Singh et al., 2024; Waite, 2024). It follows that communication is a special form of interaction and interpersonal relations of people, a manifestation of the basic properties of personality and competence. Formation of skills and abilities of independent work is closely related to the organization of the professional training process. Application of the method of analyzing problem situations for the formation of the ability to intercultural communication seems to us to be productive. Modern approaches and methods of learning a foreign language in all variety of its functions are analyzed. The results of the conducted experiment prove that the creation of conditions for ensuring freedom of choice and search determines the effective development of cadets' ways of activity, as well as the quality of formation of their foreign-language professional competencies.

7. Conclusion

Speaking about intercultural communication, it is necessary to take into account the fact that it does not take place between cultures as such, but directly between individuals, who to a greater or lesser extent are carriers of different cultural values. In other words, intercultural communication manifests itself in the form of interpersonal communication, defined as the process of simultaneous interaction of communicators and their impact on each other.

Intercultural communication should be based on the communicative competence of its participants. Speech communication is realized through speech activity, which, in turn, serves to solve the tasks of

productive human activity in the conditions of social interaction, when the participants of communication try to solve real and imaginary tasks of joint activity with the help of language.

In the process of realization of communicative activity, there is an exchange of opinions by all its participants, which creates its conceptual basis. Due to the increase in the number of participants, the interaction becomes more multifaceted, as each issue is discussed by all those present, expressing their point of view, based on the statements of other cadets.

The content of thought (what is said) and the form (how it is said) are important for effective communication. While in ordinary communication, the level of spontaneity is quite high, when solving professional tasks, the main emphasis should be placed on the development of intercultural communication.

Virtually all types of communication: negotiation, interview, interview, conflict resolution, etc., are regulators of professional communication, which is related to establishing, maintaining and developing relationships. These are regulators of professional communication, which is related to the establishment, support and development of relationships.

Preparation for intercultural communication can be realized through training. Training allows motivating students to master the skills of establishing contact, listening and asking questions effectively to remove sharp contradictions, to achieve understanding. In the conditions of training, the communicative potential of its participants, both verbal and non-verbal (facial expressions, body movements: postures, gestures, proxemics), expands (Protasov, 2007). Aiming at professional competence and professional improvement through communication implies the development of the ability to exchange views, removal of communication barriers, openness.

Therefore, the formation of foreign-language professional and general cultural competencies is one of the most important directions of improving the quality of the training of specialists in the maritime university and the search for new ways to develop professional competence.

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