UDC 37.016:81'243:656
DOI https://doi.org/10.24919/2308-4863/83-2-41

Vasyl ZHELIASKOV,
orcid.org/0000-0001-5698-6989
Doctor of Pedagogical Sciences, Professor,
Head of the Department of Humanities
Danube Institute of the National University "Odesa Maritime Academy"
(Ismail, Odesa region, Ukraine) zhelvas72@gmail.com

ENHANCING COMMUNICATIVE COMPETENCE IN MARITIME TRANSPORT SECTOR: FOCUS ON SPEAKING SKILLS

This article delves into the vital role of speaking skills in the maritime industry, highlighting their significance in ensuring operational efficiency, safety, and effective teamwork. In a high-pressure environment, clear and accurate communication is crucial to prevent miscommunication that could lead to costly delays or safety hazards. The maritime industry, with its multilingual and multicultural nature, requires professionals to possess effective communication skills, particularly in English, which serves as the global language for maritime operations. The article reviews recent studies on integrating Maritime English into educational programs, emphasizing the development of speaking skills among maritime professionals. It discusses various approaches, including Task-Based Language Teaching (TBLT), the enhancement of vocabulary and grammar, and the incorporation of critical thinking into language education. Key research findings underscore the importance of professionally oriented communicative competence, with an emphasis on both linguistic proficiency and intercultural communication skills. The article proposes practical methods to improve speaking skills among maritime students, such as task-based learning, realistic films, and fostering critical thinking in language learning. It suggests adopting a competency-based approach to education, which aligns with the real-world demands of the maritime industry. Additionally, using films for contextualized language exposure and promoting critical thinking are highlighted as effective strategies for enhancing communication skills. The article concludes by recommending the integration of these innovative teaching methods into maritime education curricula to better prepare students for the communicative challenges they will face in their careers. Ultimately, these approaches will improve the safety, efficiency, and sustainability of maritime operations. Future research should explore the development of other language skills, such as reading, listening, and writing, and their impact on maritime safety.

Key words: *maritime industry, professionally oriented communicative competence, communication skills, task-based learning, maritime leadership.*

Василь ЖЕЛЯСКОВ,
orcid.org/0000-0001-5698-6989
доктор педагогічних наук, професор,
завідувач кафедри гуманітарних дисциплін
Дунайського інституту Національного університету «Одеська морська академія»
(Ізмаїл, Одеська область, Україна) zhelvas72@gmail.com

ПІДВИЩЕННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ НА МОРСЬКОМУ ТРАНСПОРТІ: НАВИЧКИ ГОВОРІННЯ

Стаття розглядає важливу роль навичок усного спілкування в морській галузі, підкреслюючи їх значення для забезпечення ефективності операцій, безпеки та ефективної командної роботи. У високонавантаженому середовищі чітке та точне спілкування є критичним для запобігання непорозумінням, що можуть призвести до дорогих затримок або небезпечних ситуацій. Морська індустрія, що характеризується багатомовністю та мультикультурністю, вимагає від фахівців наявності ефективних комунікаційних навичок, особливо з англійської мови, яка є міжнародною мовою морських операцій. У статті розглядаються останні дослідження інтеграції Морської англійської мови в освітні програми, зокрема акцент на розвиток усних навичок серед морських фахівців. Обговорюються різні підходи, зокрема навчання через завдання (TBLT), вдосконалення словникового запасу та граматики, а також включення критичного мислення в мовну освіту. Основні результати досліджень підкреслюють важливість професійно орієнтованої комунікативної компетентності з акцентом на мовну майстерність та міжкультурні комунікаційні навички. Стаття пропонує практичні методи покращення усного спілкування серед студентів морських спеціальностей, такі як навчання через завдання, використання реалістичних фільмів та розвиток критичного мислення в процесі навчання мови. Рекомендується застосування компетентнісного підходу в освіті, який відповідає реальним вимогам морської галузі. Крім того, використання фільмів для надання мовного досвіду в контексті та розвиток критичного мислення вказуються як ефективні стратегії для

вдосконалення комунікаційних навичок. У висновку пропонується інтеграція цих інноваційних методів навчання в освітні програми морських навчальних закладів для кращої підготовки студентів до комунікаційних викликів, з якими вони зіштовхнуться в своїй кар'єрі. В кінцевому підсумку ці підходи сприятимуть підвищенню безпеки, ефективності та сталості морських операцій. У подальших дослідженнях слід розглянути розвиток інших мовних навичок, таких як читання, слухання та письмо, а також їхній вплив на безпеку на морі.

Ключові слова: *морська галузь, професійно орієнтована комунікативна компетентність, комунікаційні навички, навчання через завдання, морське лідерство.*

Problem statement. The maritime transport sector serves as a backbone of global trade, ensuring the seamless movement of goods and people across vast oceans. As the industry continues to expand and diversify, effective communication becomes a crucial factor for operational success and safety. Among the various aspects of communication, speaking skills hold a paramount position, bridging cultural, linguistic, and hierarchical gaps among maritime professionals.

In the high-pressure environment of maritime operations, where miscommunication can lead to costly delays or safety hazards, the ability to convey clear and accurate messages is indispensable. Mariners often engage in face-to-face interactions, use radio communication, or participate in multinational teams, where proficiency in speaking transcends linguistic barriers to ensure mutual understanding and efficiency. For this reason, enhancing communicative competence, particularly in speaking, is not just an academic pursuit but a practical necessity for maritime professionals.

Analysis of recent research and publications. Recent studies are mostly focused on integration of different aspects of maritime English into educational programs. Some of the studies in the context of the discussed problem include: the importance of profesionally-oriented communicative competency in the system of professional training of future seafarers (Moroz, 2020); grammar and vocabulary skills in speaking abilities of maritime students (Hangad & Clarin, 2023); the effectiveness of task-based learning in teaching speaking skills and professional vocabulary in maritime English (Hryhorash et al., 2021; Dobbie & Celindro, 2018); facilitated critical thinking in improvement of teaching speaking for maritime English (Rachman et al., 2024); enhancing maritime leadership through English communication skills (Simanjuntak, 2024); communication skills-based needs analysis in teaching and learning of maritime English for vocational school (Hellystia & Budiwaty, 2023); using realistic movies as an attractive strategy for teaching maritime English (Korieshkova & Didenko, 2023); structural-and-component composition of professional language competence of future navigators to augment English speaking proficiency (Bondarenko & Bila, 2022).

The purpose of the article. This article aims to explore the critical role of speaking skills in the maritime sector, highlighting how they influence safety, teamwork, and operational efficiency. Additionally, the article examines effective strategies, training methodologies, and technological tools that can be employed to improve speaking competence among maritime personnel.

Presentation of the main material. Most of these researches delve into the challenges marine professionals face in developing speaking skills, considering the industry's multilingual and multicultural nature. By focusing on speaking skills as a cornerstone of communicative competence, this discussion aims to underscore their significance in fostering a safe and efficient maritime environment. In this context Moroz O. underscores the critical importance of communicative competence tailored to professional activities in the training of future seafarers. The author defines professionally oriented communicative competence as a personal attribute essential for effective communication in a professional maritime context, particularly in a foreign language. This competence encompasses the ability to promptly and accurately make decisions based on information exchanged during interactions with other maritime industry stakeholders. The study further highlights that adopting a competency-based approach in education significantly enhances the development of essential professional skills, particularly communicative ones, thereby improving the overall efficacy of professional training. This is especially pertinent in the maritime domain, where the safety of navigation, environmental protection, and the preservation of human lives are directly linked to effective communication skills. As a practical tool Moroz O. advocates for the integration of the discipline "Maritime English" into the curriculum of professional training programs in higher maritime educational institutions. The emphasis is placed on ensuring a professional orientation in the development of all components of communicative competence. By embedding these elements within the educational framework, the author argues, institutions can cultivate highly qualified and competitive maritime professionals equipped to meet the demands of the industry (Moroz, 2020). Overall, we can agree with this scientific approach as it highlights the piv-

otal role of professionally oriented communicative competence in maritime education, asserting its integration as fundamental to the preparation of skilled professionals capable of contributing to the industry's safety, efficiency, and sustainability.

Bondarenko Ye. and Bila Ye. examine the essential elements of professional speech competence required by future navigators. They emphasize the importance of proficiency in both Ukrainian and English for effective professional communication in maritime contexts. The authors identify key components of this competence, including linguistic knowledge, practical language skills, and the ability to apply these in professional settings. They also highlight the significance of intercultural communication abilities, given the international nature of maritime operations. The study underscores the need for comprehensive training programs that integrate these components to prepare future navigators for the communicative demands of their profession. By outlining the structural elements of professional speech competence, Bondarenko and Bila contribute to the development of more effective educational strategies in maritime education (Bondarenko & Bila, 2022).

In the study "Task-based pedagogical approaches to augment English speaking proficiency among maritime students: an analytical framework", Dobbie R. and Celindro R. explore the efficacy of Task-Based Language Teaching (TBLT) in enhancing English speaking skills among maritime students, particularly in non-native English-speaking contexts such as the Philippines. The authors highlight the critical importance of effective communication skills for maritime students, noting that proficiency in English is essential for academic success and future professional endeavors. They observe that many students struggle with oral fluency, which can impede their ability to engage fully in an English-medium curriculum (Dobbie & Celindro, 2018). To address this issue, authors propose the implementation of TBLT, an approach that emphasizes learning through meaningful, real-world tasks. They argue that TBLT provides students with opportunities for frequent and authentic interactions in English, thereby fostering improved speaking abilities. The study suggests that task-based learning, by engaging students in practical language use, can bridge the gap between classroom learning and real-life communication demands. The authors conclude that integrating TBLT into the curriculum could offer significant benefits in developing the English speaking proficiency of maritime students, better preparing them for the communicative challenges of their future careers. They advocate for educational strategies that incorporate task-based methodologies to support students in becoming confident and effective communicators.

A similar research provides robust support for the adoption of task-based learning strategies in Maritime English education, highlighting its role in developing competent and confident maritime professionals. The authors Hryhorash V., Kravets H., Tsynova M. conducted an empirical investigation involving cadets from the National University "Odessa Maritime Academy," dividing them into control and experimental groups. The experimental group received instruction through TBL, while the control group was taught using traditional methods. The results were noteworthy: the proportion of cadets achieving the highest grade 'A' in speaking skills increased from 16.7% to 50% in the experimental group, and those attaining 'A' in professional vocabulary knowledge rose from 11.1% to 44.4% (Hryhorash et al., 2021). These findings underscore the efficacy of TBL in enhancing both oral communication and domain-specific vocabulary among maritime students. By engaging students in authentic, task-oriented activities that mirror real-life maritime scenarios, TBL fosters practical language application, critical thinking, and collaborative problem-solving skills essential for future maritime professionals. The study's implications are significant for curriculum designers and educators in maritime institutions.

The 2023 study by Hangad J. and Clarin A., titled "Grammar and vocabulary skills in relation to the maritime students' speaking abilities," presents a compelling examination of the linguistic competencies of maritime students. The authors' findings – that students exhibit very satisfactory grammar skills and speaking abilities, yet only satisfactory vocabulary skills – highlight a nuanced landscape of language proficiency within this cohort (Hangad & Clarin, 2023). A particularly intriguing aspect of the study is the reported lack of correlation between grammar and vocabulary skills. This suggests that these linguistic domains may develop independently, or that other factors, such as exposure to maritime-specific language or practical communication experiences, play a more significant role in shaping speaking abilities. The study's recommendation for educators to devise targeted learning strategies is both timely and essential. By focusing on enhancing vocabulary acquisition and integrating comprehensive language training, educators can better prepare maritime students for the communicative demands of their future professions. Overall, Hangad and Clarin's research contributes valuable insights into the complexities of language proficiency among maritime students, underscoring the need for a multifaceted approach to language education in this specialized field.

A critical examination of the current state of Maritime English education in vocational settings is presented in the study titled "Communication skills-based need analysis on the teaching and learning of maritime English for vocational school" (Hellystia & Budiwaty, 2023). The authors' findings reveal that students' communication skills in Maritime English are categorized as poor, primarily due to existing materials that fail to address the specific needs of English as a Foreign Language (EFL) learners in the maritime field. This underscores the necessity for comprehensive materials that emphasize communication skills tailored to maritime contexts. Notably, while students recognize the importance of all four language skills – listening, speaking, reading, and writing – they prioritize writing and speaking as the most crucial for their future careers. This insight is particularly valuable for curriculum developers and educators, suggesting a need to focus on these areas to better prepare students for the communicative demands of the maritime industry. The study's recommendation for the development of improved teaching methods and learning materials is both timely and essential.

One of the practical tools of teaching Maritime English is using realistic movies. The 2023 study by Korieshkova S. and Didenko M. presents an innovative approach to language instruction by integrating marine-themed films into the curriculum (Korieshkova & Didenko, 2023). The authors developed the "Let's Watch and Study" guidelines at the Department of Languages at Kyiv State University of Infrastructure and Technologies, targeting first to third-year Navigation students. This program includes six feature films and three educational films, each selected to enhance students' communicative skills in Maritime English, with a particular emphasis on safety-related scenarios such as man overboard, fire onboard, and piracy attacks. The study's findings indicate that utilizing films in teaching is effective in training maritime professionals. Lecturers reported that these techniques significantly boosted students' motivation to learn English vocabulary. In our opinion, this methodology offers a compelling blend of authenticity and engagement, providing students with contextualized language exposure that traditional textbooks may lack. By immersing learners in realistic scenarios, films can bridge the gap between theoretical knowledge and practical application, fostering both linguistic proficiency and critical thinking skills essential for maritime operations. However, the success of this approach hinges on careful selection of films and the design of accompanying tasks to ensure alignment with educational objectives. Overall, integrating realistic movies into Maritime English instruction represents a promising strategy to enhance learner engagement and competency.

Some studies offer valuable insights into enhancing Maritime English proficiency through the integration of critical thinking strategies. By fostering these skills, maritime professionals can enhance their communication effectiveness, thereby contributing to greater safety and operational efficiency in the maritime industry. In their study the authors Rachman N., Oktavia W., Kustanto J. employed a mixed-methods approach, combining quantitative and qualitative analyses, to assess the impact of facilitated critical thinking on speaking skills among maritime students and professionals (Rachman et al., 2024). Their findings indicate significant improvements in both speaking proficiency and critical thinking abilities following targeted interventions. This research underscores the importance of incorporating instructional strategies that promote analysis, synthesis, and evaluation of information through interactive dialogues, problem-solving tasks, reflective practice, and collaborative learning. In our opinion, this study provides a compelling argument for the integration of critical thinking components into Maritime English curricula. Such an approach not only addresses the linguistic challenges faced by maritime professionals but also equips them with essential cognitive tools to navigate complex situations at sea. Implementing these strategies could lead to a more competent and adaptable workforce, better prepared to meet the evolving demands of the maritime sector.

By focusing on senior cadets at Sekolah Tinggi Ilmu Pelayaran Jakarta, the research by Simanjuntak M. highlights the necessity for maritime professionals to master English communication, particularly in areas such as negotiation, conflict resolution, and client interactions. It underscores the pivotal role of English proficiency in cultivating effective Environmental, Social, and Governance (ESG) leadership within the maritime sector (Simanjuntak, 2024). The study identifies challenges, including the mastery of technical vocabulary and cross-cultural communication sensitivities, suggesting that targeted training in these areas is essential. In our opinion, integrating comprehensive English communication training into maritime education is imperative. Such integration not only enhances individual competencies but also aligns with the industry's global nature, where effective communication is crucial for operational success and adherence to ESG principles. By equipping future maritime leaders with robust English communication skills, institutions can better prepare them to navigate the complexities of ESG landscapes, thereby promoting sustainable and responsible practices within the

industry. This approach is vital for fostering a workforce capable of meeting contemporary maritime challenges.

The integration of advanced strategies in Maritime English education is vital, given the multilingual and multicultural nature of the maritime industry. Effective communication skills, particularly speaking, are central to ensuring safety, efficiency, and operational success. In the article it was provided insights into innovative approaches and recommend actionable strategies for maritime education. Based on our practical experience, and summing up the experience of professionals and educators in maritime sector, we can point out some useful practical methods which are listed below.

In our opinion, the integration of Maritime English into academic curricula is crucial for producing skilled maritime professionals capable of addressing the unique challenges of a global and multilingual industry. Effective communication is essential for ensuring safety, operational efficiency, and environmental protection in maritime operations, and proficiency in English, as the international language of maritime communication, is indispensable.

One key recommendation is to adopt a competency-based approach, as advocated by Moroz (2020), which aligns education with the practical demands of the maritime industry. This approach can be extended by incorporating both linguistic knowledge and intercultural communication skills, as emphasized by Bondarenko and Bila (2022). These competencies are vital because the maritime industry involves interactions with professionals from diverse cultural backgrounds, and effective communication in English is paramount for decision-making and crisis management.

Additionally, we can strongly recommend integrating Task-Based Language Teaching (TBLT) into Maritime English programs. Research by Dobbie and Celindro (2018) and Hryhorash et al. (2021) shows the effectiveness of task-based learning in enhancing students' speaking skills and vocabulary retention. By simulating real-life maritime scenarios, students can practice English in a context that mirrors their future roles, boosting both fluency and confidence.

Another promising strategy is the use of realistic films to enhance language learning, as demonstrated by Korieshkova and Didenko (2023). Films provide contextualized language exposure and promote engagement, helping students develop critical thinking skills needed for maritime operations. However, careful selection of films and accompanying tasks is essential to ensure they align with educational objectives.

Finally, we recommend incorporating critical thinking strategies into Maritime English curricula. As Rachman et al. (2024) suggest, fostering critical thinking enhances not only linguistic skills but also the ability to navigate complex situations, contributing to greater safety and efficiency in the maritime sector.

Conclusion and perspectives. In conclusion, Maritime English education should integrate professionally oriented content, TBLT, targeted vocabulary strategies, innovative materials, and critical thinking practices. These approaches collectively prepare students to meet the industry's communicative and operational challenges effectively. With the right training and emphasis on clear communication, the maritime transport sector can achieve higher levels of professionalism and collaboration. Further research includes study of other aspects of maritime communication – developing reading, listening, grammar and vocabulary skills and their impact on safety and security at sea.

BIBLIOGRAPHY

1. Бондаренко Є., Біла Є. Структурно-компонентний склад професійно-мовленнєвої компетентності майбутніх фахівців-судноводіїв. Міжнародний науковий журнал «Grail of Science». № 12–13, 2022. С. 551–554.

2. Мороз О. Роль і місце професійно-орієнтованої комунікативної компетенції в системі професійної підготовки майбутніх фахівців морської галузі. Актуальні питання гуманітарних наук. Вип. 31, том 4, 2020. URL: https://www.aphn-journal.in.ua/archive/31_2020/part_4/8.pdf

3. Dobbie R., Celindro R. Task-based pedagogical approaches to augment English speaking proficiency among maritime students: an analytical framework. 2018. URL: https://cutt.ly/ye2s4YDf

4. Hangad J., Clarin A. Grammar and Vocabulary Skills in Relation to the Maritime Students' Speaking Abilities. International Journal of Social Science and Human Research. Вип. 6, 2023. URL: https://cutt.ly/1e2s4MiT

5. Hellystia D., Budiwaty S. Communication Skills-Based Need Analysis on the Teaching and Learning of Maritime English for Vocational School. Journal of Language and Literature, 2023. Вип. 11. С. 14–31.

6. Hryhorash V., Kravets H., Tsynova M. Effectiveness of Task-Based Learning In Improving Speaking Skills and Professional Vocabulary Knowledge while Teaching Maritime English. Mìžnarodnij filologìčnij časopis, 2021. Вип. 12. С. 116–121.

7. Korieshkova S., Didenko M. Using Realistic Movies as an Attractive Strategy for Teaching Maritime English. Pedagogika-Pedagogy, 2023. Вип. 95. С. 108–121.

8. Rachman N., Oktavia W., Kustanto J. Characteristics of Facilitated Critical Thinking in Speaking for Maritime English Improvement. Teaching of English Language and Literature Journal, 2024. Вип. 12. URL: https://cutt.ly/De2s5iq0

9. Simanjuntak M. Enhancing maritime ESG leadership through English communication skills. E3S Web of Conferences, 2024. С. 577.

REFERENCES

1. Bondarenko Ye., Bila Ye. (2022). Strukturno-komponentnyi sklad profesiino-movlennievoi kompetentnosti maibutnikh fakhivtsiv-sudnovodiiv. [Structural and component composition of professional language competence of future ship navigators]. Mizhnarodnyi naukovyi zhurnal «Grail of Science»: № 12–13. 551–554. [in Ukrainian].

2. Moroz O. (2020). Rol i mistse profesiino-oriientovanoi komunikatyvnoi kompetentsii v systemi profesiinoi pidhotovky maibutnikh fakhivtsiv morskoi haluzi. [The role and place of professionally oriented communicative competence in the system of professional training of future specialists in the maritime industry]. Aktualni pytannia humanitarnykh nauk: 31 (4). URL: https://www.aphn-journal.in.ua/archive/31_2020/part_4/8.pdf [in Ukrainian].

3. Dobbie R., Celindro R. (2018). Task-based pedagogical approaches to augment English speaking proficiency among maritime students: an analytical framework. URL: https://cutt.ly/ye2s4YDf

4. Hangad J., Clarin A. (2023). Grammar and Vocabulary Skills in Relation to the Maritime Students' Speaking Abilities. International Journal of Social Science and Human Research. Вип. 6. URL: https://cutt.ly/1e2s4MiT

5. Hellystia D., Budiwaty S. (2023). Communication Skills-Based Need Analysis on the Teaching and Learning of Maritime English for Vocational School. Journal of Language and Literature. Вип. 11. С. 14–31.

6. Hryhorash V., Kravets H., Tsynova M. (2021). Effectiveness of Task-Based Learning in Improving Speaking Skills and Professional Vocabulary Knowledge while Teaching Maritime English. Mìžnarodnij filologìčnij časopis. Вип. 12. С. 116–121.

7. Korieshkova S., Didenko M. (2023). Using Realistic Movies as an Attractive Strategy for Teaching Maritime English. Pedagogika-Pedagogy. Вип. 95. С. 108–121.

8. Rachman N., Oktavia W., Kustanto J. (2024). Characteristics of Facilitated Critical Thinking in Speaking for Maritime English Improvement. Teaching of English Language and Literature Journal. Вип. 12. URL: https://cutt.ly/De2s5iq0

9. Simanjuntak M. (2024). Enhancing maritime ESG leadership through English communication skills. E3S Web of Conferences. С. 577. 2024.