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**ЯКІСНА МОВНА ОСВІТА**  
**У СУЧАСНОМУ ГЛОБАЛІЗОВАНОМУ СВІТІ:**  
**ТЕНДЕНЦІЇ, ВИКЛИКИ, ПЕРСПЕКТИВИ**

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## **PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS FOR FUTURE SEAFARERS' ENGLISH-LANGUAGE COMMUNICATIVE COMPETENCY DEVELOPMENT**

The general tendency of the present to regard the foreign language as a socially and personally important factor steps up the possibilities for the specialist's self-realization and ensures his career success. It should be noted that a good command of the English language, as future seafarers' working language and a universal means for their mutual understanding during professional and everyday communication on board a vessel takes a key role. Seafarers' maritime English communicative competence is undoubtedly one of the fundamental indicators of their general professional competency as well as an essential feature of their identity with the profession.

Professional identity is characterized by scientists as a phenomenon of a system, dynamic and level character. As a systemic phenomenon professional identity has its content and structure and, accordingly, content and structure components. Because of the great diversity of their interpretations due to the authors' different methodological positions, these definitions are highly ambiguous. However, most studies, based on the position of L. Schneider, according to which the result of professional

identification is the specific integration of personal (internal) and social (external) identities in a professional reality [7], determine the content of this process as the composition of corresponding actions. In that context, the process of future seafarers' professional identification is the similar to that of other professions representatives and includes:

- through the lens of personal sphere – a conscious self-evaluation of their professional qualities and characteristics,
- through the lens of social sphere – understanding and comprehension of their personality external evaluation by other professionals and, in fact,
- through the lens of profession – coordination of internal and external valuation positions.

In summary, the content of professional identification, according to the researchers, can be represented by such characteristics as "identity, certainty and integrity" [4, p. 226].

Great differences are also observed in determining the structural components of professional identity. Of course, some components are variable given the specificity of the profession. However, the communicative component remains invariant, confirming the key role of communicative competency in future specialist's general professional competency. Its importance for the effectiveness of professional activity is confirmed by the inclusion of a communicative component in so-called professional identity core [3, p. 151]. Proving the integrity of communicative competency with professional identity, S. Parshuk and N. Kruglov, in particular, define communication as a means of professional identification, which provides future specialist's intrapersonal, interpersonal and social integration [1, p. 323]. For future seafarers it means self-understanding, and mutual understanding with partners, subordinates, leaders and other crew members on board as well as numerous representatives of the shipping industry in the whole.

As currently interpreted, the structure of professional identity is presented by three main components – cognitive, emotionally evaluative and behavioral ones [8]. The communicative component implicitly exists in each of them. It is believed that a full mastery of a profession is impossible without a culture of professional communication and therefore covers:

- at the cognitive level – the assimilation of certain features of communication, styles and rules of communication in a professional environment;

- at the emotionally evaluative level – emotional stability to support communication and communicative richness of interaction; evaluative (in terms of determining value and importance for oneself) attitude towards membership in the professional community, the nature of generally accepted professional interaction (verbal and non-verbal), and coordinated communication relations;
- at the behavioral level – the imitation of professional behavior, that is copying (conscious or subconscious) the communicative behavior for the sake of a positive professional identity.

Therefore, the communicative component in the context of the main components of professional identity reproduces its essence, which reveals the "mutual equivalence" between a man and profession through understanding, self-evaluation and demonstration in a professional context [8, p. 29]. If the professional identity as an integral psychological phenomenon supposes the understanding a profession, self-acceptance in a profession, the ability to perform professional functions properly and profitably for others [8, p. 25], then for future seafarers its communicative component means:

first, the awareness of the communication distinctiveness in a multinational, multilingual and multicultural crew during long voyages;

secondly, the ability to adapt and adjust oneself to the specifics of both professional and everyday communication on board;

thirdly, the succession of communicative traditions, the use of their own ways for establishing and maintaining communication contacts, overcoming difficulties and barriers in communication for the effective interaction of all the crew members.

Under these circumstances, it is possible to use the concept of the communicative identity [2] introduced into the scientific circulation by N. Pisarenko. To be more precise, professional communicative identity is meant taking in view of the future specialists' professional identity development.

According to the author's definition, the student's communicative identity, studied by her from a gender viewpoint, is a phenomenon of self-identification "which arises in communicative identification processes, has a continual character and integrates the full range of personal attributes" [2, p. 4-5]. Other authors also recognize the important role of communicative identity as "one of the dominant factors of subjective well-being" in establishing interpersonal relationships [5, p. 16; 6, p. 41].

In light of this, the professional communicative identity of future seafarers is defined as a result of the identification of their own

communicative skills, abilities, knowledge, experience and best practices of the English-language effective professional communication for solving job tasks, achieving mutual understanding and successful interaction among the members of the international crew through the intercultural communication norms and traditions observation. In other words, the future seafarers' professional communicative identity is the established similarity of their own English-language communicative competency with the international shipping professionals' same competency.

It is worth noting that professional identity as a development factor for the communicative competency of specialists in different majors is the subject matter of a number of numerous studies [1]. At the same time it is said about the opposite effect of communicative competence on identity. At the same time, the converse effect of the communicative competency on the professional identity is recognized. Communicative skills coupled with professional knowledge and certain practical experience, in the authors' opinion, "create a reliable foundation" for a competent specialist development and his link to the chosen profession [1, p. 320; 4, p. 227].

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### ***THE LIVING LIBRARY AS AN EDUCATIONAL TOOL FOR LANGUAGE DEVELOPMENT***

There are many approaches, techniques and instructional patterns for helping English language learners both improve their language skills and develop new ideas for classroom discussions. One of such educational tools, *The Living Library* – which is also referred to as a *Human Library* – has become hugely popular in recent years. Many teachers use the strategy in the classroom setting and this proves its applicability as well as efficiency.

Learning a foreign language in real life situations always brings more pleasure and generates more interest. Students are free to open up, they behave naturally and feel more confident when they are in control of their own learning process. This short article defines the term, provides a brief theoretical background for the implementation of the technique, describes its benefits, and presents practical tips for teaching English in *The Living Library* format.

*What is The Living Library?* *The Living Library* is an activity in which members meet to discuss and respond to a book. *The Living Library* as a tool works just like a normal library: visitors can browse the catalogue for the available titles, choose the book they want to read, and borrow it for a limited period of time. After reading, they return the book to the library and, if they want, borrow another. The only difference is that in *The Living Library*, books are people, and reading consists of a conversation. The first event of *The Living Library* was organized in Denmark in 2000 at the Roskilde Festival. The original idea had been developed by a Danish