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ON THE PROFESSIONAL IDENTITY AND MARITIME ENGLISH COMMUNICATIVE COMPETENCE RELATIONSHIPS



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Annotation. The research findings on the relationships between the processes of future seafarers' professional identity formation and their professional English-language communicative competence development are presented. The factors specifying the nature of these processes are investigated.

The role of the English language in the development of professional identification of future seafarers is analyzed. The advantages of professional self-identification and professional identity of a future specialist are revealed. The importance of the English language as an effective means of professional self-identification of future seafarers is substantiated.

The stages of the formation of professional identity are analyzed in their correlation with the educational process at maritime higher institutions in general and the specifics of English language teaching in particular. The individually determined statuses and levels of professional identity, as well as the specifics of their manifestation in future seafarers' Maritime English communicative competence are analyzed. Evolutionary changes in the process of formation of professional identity are characterized through the prism of its communicative component and are recognized as actions to establish a professional communicative identity that have a direct impact on the communicative competence of future specialists.

Key words: professional identity, communicative competence, future seafarers, Maritime English, professional communicative identity.

1. Introduction

It should be considered as a general tendency nowadays to hold a foreign language like an important social and personal factor, that expands remarkably the possibilities for a specialist's self-fulfillment. In this regard, the future

seafarer's proficiency in English either a working language on board or a universal tool for understanding both during professional and everyday communication is a key to his successful professional activity. It is a common fact that the professional identity formed in the process of higher education and professional competency development results from one's awareness of his / her sameness with the chosen profession and its typical work environment.

Operating with such purposes as adapting to the professional environment, structuring professional experience, and predicting the prospects of professional activity, it contributes to the confidence in personal professional effectiveness based on the awareness of the indicators and boundaries of her professional competence. The importance of Maritime English competency officially recognized by the International Maritime Organization (IMO). It is considered to be one of the leading safety factors for modern merchant shipping. Therefore, the role and importance of a communicative component of the professional identity is actualized. Its formation and development during the professionalization affects the quality of speech habits and skills under formation, especially the culture of English language professional communication.

It stands to mention the common interest of scientists in the effective use of the interrelated and interdependent processes of future specialists' professional identity and professional competency formation.

Due to their interdisciplinary nature, the concepts of identification and identity constitute the subject matter of many branches of knowledge. National and foreign studies reveal various aspects of future specialists' professional development: philosophical, social, psychological, pedagogical, etc. Among the modern researches are the scientific works of such authors as K. Abul'khanova-Slavskaia, M. Argail, N. Volianiuk, E. Erickson, E. Zeier, E. Klimov, G. Lehendzevych, J. Marcia, S. Moskovichi, Yu. Povarenkov, P. Rodes, T. Skibo, I. Sokolova, R. Finchman, L. Schneider and others.

The content of future seafarers' professional competency, within the framework of which their professional identity is formed, is represented in the works of G. Bokareva, S. Horb, K. Grel, M. Korolchuk, I. Makashyna, S. Moiseienko, G. Pazynych, V. Skrypnyk, A. Soroka, N. Chernenko and others. The basics of the parallel development of professional identity and communicative competency, including future specialists' foreign language communicative competence, as well as peculiarities of their relationship and mutual influence are revealed by Yu. Slobodchykova, Kh. Khairova, V. Tsvetkova.

However, a many-sided nature of these objects expands significantly the field of scientific research. Those aspects that have been already investigated make

the basis for those that are under study or have yet to be, as, for example, the correlation between

The purpose and objectives of the article: to carry out a theoretical analysis of the problem of the interrelation and interdependence of the future seafarers' professional identity and their Maritime English communicative competence.

2. Material and methods

The research material was selected from the scientific works of domestic and foreign scientists in the field of psychology, psychopedagogy and psycholinguistics on the issue of professional identification of young specialists in general and future seafarers in particular, as well as the role of communicative competence in their professional becoming. Among the methods used in studying the topic, we are interested in, is analytical research of the relevant scientific data, as well as interconnection and interdependence determination between the specified processes.

3. Results and discussions

3.1. Inseparability of communicative competence with professional identity

The process of professional self-identification is all about the formation of a person's positive attitude to the profession he has chosen. It is also about identifying oneself as a member of a certain professional group. The formation of students' professional identity, according to the researchers, is one of the leading criteria for their professional development, since the perception of oneself as a professional is reflected in future professional actions, establishing the style of interpersonal interaction in the professional community. So, referring to the concept of professional identity, D. Zavalishina defines it as a characteristic of a person who chooses and carries out his own way of interacting with the environment and achieves self-respect by performing this activity (Zavalishina, 2001, p. 110).

It is obvious that the intensive formation of professional identity occurs during the study at a university. According to scientists, professional education, as one of the key factors of readiness for professional identification, provides a quantum leap in a student's professional development due to the development of identification characteristics of his belonging to a particular profession (Khairova, 2009). It is from this point of view that V. Rodygina defines professional identity as a result of a purposeful student's activity during educational and professional activities, which reflects the importance of his chosen profession as a means of meeting his own needs (Rodygina, 2007, p. 40).

Meanwhile, professional identity is characterized by scientists as a systemic, dynamic and level phenomenon. As a systemic phenomenon, it has its own content and structure. Both content and structural components have a great diversity of their very ambiguous interpretations due to the authors' different methodological positions.

However, in most studies, the content of professional identification is defined in terms of L. Schneider (2001), according to which the specific integration of personal and social identity in a professional environment results in professional identification. In this context, the future seafarers' actions on professional identification are believed to be little or no different than the actions of representatives of other professions, and include:

- self-assessment of their professional qualities and characteristics,
- comprehension of other professionals' assessment of their personality,
- harmonization of internal and external assessment.

In general terms, the content of professional identity, according to researchers, can be represented by such characteristics as "identity, certainty and integrity" (Slobodchikova, 2013, p. 226).

Large discrepancies are also observed in determining the structural components of professional identity. Of course, some of the components are variable considering the specifics of the profession. However, the communicative component remains invariant due to the key role of the communicative competence in a general professional competence of a future specialist. It is also one of the core components of the professional identity.

Concerning the role of speech in identity formation, psychologists note: "Identity flows like a river in a channel," the continual motion of which is supported and directed by the banks created by human speech with the help of its inherent ways and means – lexical, syntactic, stylistic, etc. Thus, identity formation occurs through the assimilation of linguistic means (Schneider, 2001, p. 91). By extension the thesis of psychologists that a person's comprehension of any literary works is at the same time his understanding of himself (*ibid.*), it is logical to assume that a person's comprehension of professional speech is the basis for his professional identity. Moreover, if "speech represents the identity of a person" (*ibid.*, p. 96), then professional speech reveals the professional identity of a specialist.

A special study was carried out by the International Maritime Organization (IMO) experts to investigate the correlations between the level of English proficiency and the effectiveness of seafarers' professional activity. The research also revealed the level of satisfaction of different categories of survey respondents not only with their living conditions on board the ship in regard to communication

problems, but also with their job, which, certainly, serves as an index of their professional identification (MARCOM Project, 1999; European Commission, 2001; Bocanegra Valle, 2010).

So, according to the survey results on language difficulties in professional and everyday communication on board three categories of respondents were identified:

- those who have no difficulties,
- those who periodically have difficulties, and
- those who experience constant difficulties.

And exactly those seafarers who, by their self-assessment, admitted their insufficient command of English, also indicated their own lack of professional competence.

Doubts and uncertainty, sometimes even helplessness and despair due to the impossibility of full communication make it difficult to perform work responsibilities. When combined with a sense of responsibility for the effective work of the ship's crew, all this causes the specialist's dissatisfaction with himself as a professional, and affects his mood and attitude towards the environment. The report provides data on 19 aspects of a seafarer's life on board (work, rest, stress conditions, promotion, accommodation, safety, medical care, food, training, voyage duration, shore leave, etc.), in respect of which the respondents with constant language difficulties noted dissatisfaction with their professional activities due to poor command of the working language (MARCOM Project, 1999, p. 140–141, 151; Noble, Vangehuchten, Parys, 2011, p. 134–135).

On this basis, the experts made the assumption about the actual prerequisites for a large rise of a stress level on board the ship due to some of crewmembers' inability to communicate normally. And moreover, they also expressed the idea about much greater importance in this situation of a language factor compared to the technical competence of seafarers (MARCOM Project, 1999, p. 143, 152). At the same time, it is clear that the reliability and efficiency of seafarers' work depend not only on their level of English proficiency, but also on how deeply their experience of English-language communication is integrated into the overall structure of professional competence (Bocanegra Valle, 2010; Harth, 2013).

Justifying the inseparability of communicative competence with professional identity, S. Parshuk and N. Kruglova, in particular, define communication as a means of professional identification, which provides intrapersonal, interpersonal and social integration of the future specialist (Parshuk, Kruhlova, 2015, p. 323). For a future seafarer, this means: mutual understanding with himself, with partners, subordinates, managers and other members of the ship's crew, as well

as numerous services and representatives of the merchant fleet and the maritime industry in general.

3.2. Professional communicative identity of future seafarers

Even in the widespread modern interpretation of the professional identity structure, presented from the standpoint of three main components – cognitive, emotional-value and behavioral (Sozonnik, 2016; Shutova, 2017), the communicative component is implicitly present in each of them. It is believed that full mastery of the profession is impossible without a culture of professional communication and, therefore, provides for:

- at the cognitive level: mastering certain features of communication, style and rules of communication in a professional environment;

- at the emotional-evaluative level: emotional stability to keep in contact and support communicative value of interaction; evaluative attitude (in terms of value and significance for oneself) towards the professional community membership as well as the type of generally accepted professional interaction (verbal and non-verbal) and coordinated communication relations;

- at the behavioral level: professional behavior imitation, which is manifested in copying (conscious or subconscious) of communicative behavior for the sake of positive professional identity.

So, the professional identity is characterized by its communicative component as the “mutual correspondence” of a person and a profession, which is revealed through understanding, evaluating and manifesting oneself in a professional context (Shutova, 2017, p. 29). If the professional identity as an integral psychological phenomenon supposes an understanding of the profession, self-acceptance in the profession, and the ability to perform one’s professional functions well and for the benefit of others (ibid, p. 25), then its communicative component from the perspective of future seafarers means:

- firstly, good command of Maritime English as a working language on board; cross-cultural awareness on the specifics of communication in mixed crews during long voyages;

- secondly, the communicative competence self-assessment and the ability to cater to the needs of both professional and everyday communication on board;

- thirdly, self-efficacy in imitating communicative traditions to provide successful professional interaction, using one’s own methods in establishing and maintaining communicative contacts, coping with language barriers for the sake of successful interaction with a ship’s crew.

Under these circumstances, it seems possible to use the concept of the *communicative identity* introduced into scientific circulation by N. Pysarenko

(2004), designating it as a professional communicative identity in the light of the formation of the professional identity of a future specialist. According to the author's definition, the student's communicative identity, studied by her in the gender dimension, is a phenomenon of self-identification, "that arises during communicative identification processes, has a continuous character and integrates the entire range of personal formations" (Pysarenko, 2004, p. 4-5). Other authors reveal the important role of communicative identity by recognizing it as "one of the dominant factors of subjective well-being" in the course of establishing interpersonal relationships (Sozonnik, 2016, p. 16).

Thus, the *professional communicative identity of future seafarers* is defined as a result of identifying their own communication skills, abilities, knowledge, and experience in providing effective cross-cultural communication in professional sphere. In other words, the professional communicative identity of future seafarers is the established similarity of their own Maritime communicative competence with the corresponding competence of the international fleet professionals.

It should be noted that professional identity as a factor of the communicative competence development makes the subject of a number of studies (Sozonnik, 2016; Shutova, 2017). At the same time, this also means the inverse effect the communicative competence makes on the professional identity. Communication skills combined with professional knowledge and certain practical experience, in some authors opinion, "lay a stone foundation" for a competent specialist development as well as his awareness of belonging to the chosen profession (Bocanegra Valle, 2010, p. 36-37; Parshuk, Kruhlova, 2015, p. 320; Slobodchikova, 2013, p. 227).

3.3. Professional identity as a systemic, dynamic and level phenomenon

Among the distinctive features of professional identification is its dynamic nature. Although, the fundamentals of professional identity, according to recognized researchers, are laid as far back as in the preschool period, it is obvious that its intensive development occurs during the university studies along with other student-age new formations, such as professional reflection, professional thinking and readiness for professional activity.

In its development professional identity, meanwhile, is formed in an uneven manner. According to L. Schneider, it has its own external and internal sources of development, which in a number of studies have transformed into factors affecting its formation, namely: 1) objective (external) – professional standards; 2) subjective (internal) – reflection on the professional competence under formation; 3) objective and subjective – ways of implementing the student-centered education (Schneider, 2001). The significance of each of the factors is

obvious. They have an integrated effect, since they are closely interrelated and interdependent.

Thus, all components of professional identity are affected the same way. Objective factors include the need to be proficient in professional terminology and standard phrases, to comply with the rules and norms of professional and business communication. Subjective factors are associated with self-assessment of one's own communication skills and abilities as well as communicative tactics and strategies based on professional, business and intercultural discourse. It looks like the inner monitoring or reflection on one's own professional communicative competence. And, finally, objective-subjective factors which reveal the specifics of language teaching / learning process in whole, including its principles and approaches, methods and technologies, ways and means.

The influence of these factors explains the intensification of existing contradictions and the occurrence of crisis phenomena both in the professional identity formation and in its communicative component development. Likewise, professional communicative identity is formed by consciously eliminating gaps in linguistic knowledge, mastering proper professional communication, and managing one's own professional communicative competence development.

It has been proved by psychologists that crisis situations, or crises as normative short periods of radical shifts in professional conscience and behavior of a future specialist, under the constructive attitude, contribute to a quick adaption to the profession and identify oneself with it. In general, the process of professional identification is characterized by scientists as a crisis one. This indicates that it is accompanied by crucial qualitative and quantitative changes in human development while identification with a certain profession and recognition of one's belonging to it (Kozyriev, Kozlovs'ka, 2013; Kochkurova, 2011; Shutova, 2017).

Moreover, the process comes against the background of another crucial process in future specialist's development – so-called adolescent crisis, associated with the transition to a new level of world perception and self-consciousness. Naturally, that the worldview transformation has a direct impact on the professional identity (Kuz'mina, 2011, p. 335).

It is worth noting that it is precisely age-related psychological crises, according to scientists, that are the processes that can end in the loss of professional identity due to the untimely correction of certain negative phenomena and disorders in self-perception. Since the process of the formation of professional identity is individually determined, that is, it has an individual pace and course of development and depends on the personal qualities of the future specialist, then

the determining factor in it is also the individual's own desire to acquire identity (Kochkurova, 2011, p. 339).

Depending on the individual character of professional identity determined by the presence or absence of a crisis as a period of significant efforts to choose a profession as well as the readiness to implement the choice made, the following statuses of professional identity are distinguished in modern psychology:

- *indefinite* (diffuse) identity,
- *premature* (formal or imposed) identity,
- *delayed* (moratorium) identity and
- *formed* (achieved) identity (Kochkurova, 2011; Kuz'mina, 2011; Schneider, 2001; Shutova, 2017).

Characterizing these statuses as "the steps for a person who is in the process of professional development" (Kuz'mina, 2011, p. 332), scientists emphasize that the formation of professional identity occurs precisely by changing its status (Shutova, 2017, p. 24). With the change in the status of professional identity, all components of its content, including the communicative one, undergo qualitative transformations.

3.4. Future seafarers' professional communicative identity transformations

Therefore, starting from an indefinite status with rather vague ideas about future career, future seafarers, everyone at their own pace and mode of self-identification, move on. Some of them, having overcome their own reluctance to change (the rigidity of self-concept), some detachment due to dissatisfaction with themselves and doubts about their own abilities to turn a professional, change the status of diffuse professional identity, passing through a moratorium, to a formed one. It is clear that overcoming the state of diffusion, i.e. a certain dispersion of goals, values, beliefs, makes a cadet more responsible and consistent in developing and improving his skills and abilities to communicate in English, based on a clear understanding of a role of the professional communicative competence in the effective interaction in a mixed crew. It is also natural that being in the status of a moratorium as a transitional state until complete professional self-identification occurs, in a certain way slows down the formation of professional communicative identity due to the high anxiety and unstable motivation (Schneider, 2001).

Other cadets, due to the professional identity imposed from the outside (parents, friends, acquaintances, etc.) and, therefore, characterized as a *formal* one, "not gained through suffering", gradually reach the state of the so-called moratorium. This temporary delay in professional self-identification occurs because of a complex career-making decision, i. e. due to a crisis of choice. Having

overcome it, future specialists receive a formed professional identity. Further, depending on the result of self-knowledge, it can get different manifestations:

–either positive in the form of a mature professional identity with a certain system of values and beliefs,

–or turn into a pseudo-identity, characterized as immature because of broken identity mechanisms and, consequently, altered self-concept. The latter is characterized by highly exaggerated or, conversely, underestimated professional achievements and as a consequence of this – a formed but immature professional identity or complete alienation from the chosen profession due to unrealized expectations (Schneider, 2001).

Exiting the state of the moratorium entails positive changes in communicative competence in the event that the mature professional identity is achieved. Its features, such as self-confidence, sociability and enhanced reflection, contribute to a critical attitude towards their own English-language communicative experience in professional interaction within the international crew as well as provide overcoming language barrier by developing compensatory skills.

At the same time, a hypertrophied identity, or pseudo-identity based on ambition, rigid self-esteem and low reflection, turns out to be incompatible with the urge to develop and improve one's own communicative competence in English. The reluctance and inability to get rid of unnecessary ambitions and self-conceit affect primarily the intercultural communication.

Inappropriate communication behavior usually impairs professional interaction due to faulty communication strategies, such as divergent (dissociative) speech strategies, which emphasize speech differences between interlocutors as opposed to convergent (connecting) communication behaviors based on adaptation to each other to reduce interpersonal, international, intercultural, and other differences (Schneider, 2001, p. 92). Lack of skills in self-regulation of one's own verbal behavior, insufficient tolerance and sociability as well as inadequate awareness of interlocutors' attitudes make bad difficulties in building contacts. As a result, trust relationships are not formed, mutual understanding is not achieved and, by extension, there is no effective professional interaction, which poses a risk onboard the ship.

The path from one status of professional identity to another as well as its manifestation, are so individual that on any course of study within the same group there are future specialists with different statuses of self-identification with the profession, however, with a tendency towards a decrease in diffuse and imposed statuses and a predominance of formed or delayed (moratorium status) professional identity (Kochkurova, 2011). Given in different percentages,

they alternately demonstrate the prevalence of some statuses over others, but at the same time they are usually featured in all possible variants. Accordingly, the professional communicative identity of future seafarers also varies due to the communicative component of the professional identity, influenced by a particular of its status.

3.5. Three stages in professional identity formation

Just like any process, the formation of a professional identity has its own stages. By generalization different periodizations existing in the scientific literature, we came to the conclusion about a three-stage course of this process, the essence of which is adaptation, stabilization and correction of actions according to one's own professional self-determination. Accordingly, the stages of professional identification in a generalized form are characterized as adaptational, stabilization and correctional. In addition, studies of the situational states of future specialists in the matter of their comfortable or uncomfortable wellbeing at each of these stages has allowed psychologists to establish stable and unstable (critical, crisis) periods during the development of a person's professional identity (Kozyriev, Kozlov's'ka, 2013; Kochkurova, 2011; Shutova, 2017).

The above-mentioned uneven and crisis nature of the process of professional identification, shows its rather complex dynamics throughout the entire period of study. However, positive changes in professional identification indicate a gradual transformation into a professional. Based upon A. Kochkurova's periodization (2011), we can map back the following relationship between the stages of professional identification of future seafarers and their educational process flow:

Stage I – adaptation – this is the first year of study, which is characterized by entry into a new social and professional environment, adaptation to a new social role of a cadet, awareness of initial career choice during the familiarization period, as well as the formation of a values-based attitude towards it. With such difficulties, this stage is defined by psychologists as unstable, i.e. a crisis one. But it is important for establishing one's professional identity in terms of getting rid of idealized representations about the profession and further approval or disapproval of the initial choice (Kuz'mina, 2011, p. 335).

Stage II – stabilization. This stage is characterized by a generally completed adaptation to the learning environment, intensive general professional training and early specialization. All of that activates professional self-esteem through awareness of one's own abilities and achievements. There is also a positive or negative perception of oneself as a subject of future professional activity. Usually this stage covers the second and third courses and is defined as a stable one due

to the absence of any complications and difficulties during it (Kozyriev, Kozlovs'ka, 2013, p. 307; Kuz'mina, 2011, p. 334].

However, due to the specifics of the training process at maritime educational institutions, where according to the curriculum, it is mandatory for the 2nd year graduates to complete a full (4 or 6-month) seagoing practice, we consider it reasonable to limit this stage of professional identification of future seafarers only to the second course.

Stage III – correction. To our opinion, this stage combines the third and fourth courses of future bachelors with a degree in River and Sea Transport. Long-term sea-going practices (V and VII semesters) with active involvement in professional activities and direct immersion in a real professional environment contribute to strengthening and deepening future seafarers' professional interests.

Close contact with the chosen profession as well as awareness of the entire spectrum of professional inherent in the maritime industry, cause a surge of new goals and prospects and stimulates to rethink and clarify various options for professional self-development, employment and career building. The gradual retreat from the collective forms of students' life, doubts and emotions due to the increased reflection of one's own professional "self", as well as an intensive search for ways to accelerate and rationalize one's own special training are precisely the phenomena that, according to scientists, give reason to consider stage III as unstable and quite a crisis one in future seafarers' professional identification of (Kozyriev, Kozlovs'ka, 2013, p.307-308; Kochkurova, 2011, p. 335). Finally, it should be noted that the stages of professional identity formation do not exist separately, but are closely interrelated and interdependent (Kochkurova, 2011).

3.6. Trends of Maritime English communicative identity development

It is logical that essential changes in the structure of professional identity at different stages of professionalization are also manifested in the dynamics of its components, particularly, communicative component, i.e. professional communicative identity. Likewise, undergoing certain crisis changes at stages I and III, the communicative identity of future seafarers is formed unevenly.

Rather unstable due to the above mentioned intense adaptive efforts, stage I (first year) demonstrates either a successful adaptation or a flat unacceptance of the intensive communicative way of Maritime English acquisition. This is due to the previous learning (school) experience and the available level of English proficiency, as well as the progress while being in new conditions.

Even with a sufficient level of English proficiency, standing out and having the advantage over the poor students, cadets should work regularly and systematically from the very start, given the early specialization of the course and a certain

advance in giving professional knowledge due to some difficulties in coordinating a wide range of disciplines, topics of which Maritime English covers. Otherwise, along with cadets with insufficient competence in English, there is a risk of a self-sufficiency crisis for them. This implies a feeling of inability to independently understand and master the necessary knowledge, skills and abilities.

Stage II (second year) is characterized by stabilization and normalization of training activity through getting used to the already known learning algorithms and developing one's own tactics and strategies, that contribute to personal success in professional English-language communication.

As for the crisis nature of stage III, it is due to a long stay in sea-going practice, and therefore, going from traditional training and the need to find ways and means for further self-training and self-control. In addition, the misconception of a possible mutual understanding between the members of a mixed crew with rather moderate English, which arises at this stage after the first sea-going practice, severely undermines the motivation to improve one's own level of English-speaking communicative competence.

3.7. Types of Maritime English communicative competence modality

Tracing the specifics of future seafarers' professional identification and emphasizing its importance for cadets' communicative competence, L. Vavilova, M. Barkova, Yu. Pavlova (2009) also recognise the communicative component within the future seafarers' professional identity. It is believed that its development is closely related to the peculiarities of the process of professional identification of cadets (ibid, 2009). Thus, in the context of four levels of future seafarers' professional identity – *unexpressed, expressed passive, active and stable*, determined under criteria of their content and professional experience, the modality of relations between a future specialist and profession has been established.

Regarding the ability to carry out certain professional actions, first of all, professional communication, the modality can be expressed by the words “I want”, “I know”, “I can” and “I do” (Schneider, 2001). In projection onto the professional English-language communicative identity of future seafarers, this means:

“I want” – realizing the responsibility for qualitative performance of my professional functions, I understand the role and importance of the English language for effective professional communication on board and I want to speak Maritime English;

“I know” – I gain the necessary knowledge, master professional communication models, I know the approximate volume of professional topics and appropriate vocabulary as well as the range of its applications, etc;

"I can" – I am actively practicing English-speaking professional speech, developing my communication strategy, and I can communicate without reference to samples on a fairly wide range of professional and business issues.

Modality "do" refers to a relationship that goes beyond the learning process. This is how a stable professional identity is characterized. This corresponds to the level of a real professional, who, thanks to the formed professional competence, high-level skills and "professional uniqueness" (L. Schneider),

firstly, grasps the importance of professional contacts;

secondly, wants to share the accumulated experience, and,

finally, implements it in the most intelligible and understandable way.

By their research, the authors confirm the interdependence of the communicative competence and the level of professional identity and vice versa (Vavilova, Barkova, Pavlova, 2009, pp. 146–147). Therefore, when there is unexpressed or expressed, but passive professional identity, this is about a similar status of professional communicative competence. Where professional identity is at an active and stable level, it is natural that the number of communicative contacts increases significantly. It is largely due to the range extension of professional communication and the recognition of its importance for professional growth.

4. Conclusions

Maritime English communicative competence development is one of the priorities of the modern education and training system for future seafarers. Progress largely depends on the nature of the future seafarers' professional identity development. The level of professional identity, one of the leading structural elements of which is the communicative component, is reflected on the quality of the future seafarers' Maritime English communicative competence development. At the same time, the inverse effect takes place.

Professional communication, which achieves its goal, significantly increases the level of self-esteem and self-perception. Successful interaction builds self-confidence and professional effectiveness, contributing to a positive professional identification. Since both processes – both the professional identity formation and the communicative competence development are controllable, there are good reasons to believe that their coherent and coordinated course based on reflexive technologies of knowledge assimilation will have a positive effect on the future seafarers' language learning outcomes and contribute to their conscious control of their own professional growth.

Based on the knowledge of the specifics of both professional identification and professional communicative identification, which are reflexive in nature, we

consider it expedient to further study the methods of a reflexive educational process, suitable for implementing into the Maritime English teaching and learning process. It is assumed, that they can provide cadets with effective strategies for self-learning, self-control and self-assessment of their Maritime English communicative competence.

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