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**ON THE FORMATION OF FUTURE NAVIGATORS'  
COMPETITIVENESS**

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**Abstract.** *The issue of the formation of future navigators' competitiveness, the relevance of its investigation, specificity of future skippers' training, which is associated with the development of the international labor market, the content of component structure, pedagogical conditions are revealed in the paper.*

**Keywords:** competitiveness, competition, future navigators, conflict resistance, leadership, self-esteem.

Global changes which occurred in Ukraine over the last twenty years, confronted the universities of education several problems related to the improvement of efficiency of professional training of future specialists. Society imposes serious requirements to enhance their competence and competitiveness. The modern world globalization situation poses universities of Ukraine important tasks related to the necessity of forming competitive graduates and providing them with employment opportunities not only in the domestic labor market, but also in the world. The problem stated is primarily concerned with future navigators' training.

Nowadays 75% of all transportation in the world is known to be carried by marine trade fleet. Therefore, in the market economy, the problem of forming a competitive maritime human resources, able to professionally perform their duties, to assume responsibility in the management of the vessel, productive labor of the crew, trouble-free operation and successful delivery of goods in different regions of the world, is the general line of training system in the maritime universities.

The international maritime community makes high qualification requirements for such experts, for their competence, the formation of their ability to get and master new knowledge; the International Convention on training, certification and watchkeeping of seafarers (STCW-78/95) defines the competence of navy experts. In other document, adopted by the International Maritime Organization – International Safety Management Code (ISM) found out the need for organizing training courses for heads of departments of shipping organizations, who must possess high culture, have deep fundamental knowledge, be able to make effective decisions.

Particularly important the issue of cadets' (future navigators') competitiveness began to emerge after the dramatic changes that occurred in domestic commercial fleet in the 90s, prompting Ukrainian sailors to enter the international labor market and the need to cooperate with many foreign companies. 96-98% of graduates-navigators of Ukraine, future naval officers of commercial fleet after graduation arrange to work in foreign crewing company and at the global market they have to compete with specialists from more than

100 countries. Therefore, their professionalism, competence, business and personal qualities while making international contracts play an important role. In this regard, they need to be competitive in the global labor market. The problem of employment of future navigators in terms of increasing competition for a job is more urgent, as not only graduates of marine universities from different countries compete, but also the experts with sufficient, sometimes having many years of experience.

Therefore, the relevance of the issue of future competitive navigators' training is of no doubt.

The problems of marine specialists' training are considered in the works of V. Andreev, K. Hrel, V. Huryev, Yu. Dobrovolsky, V. Yefentyev, D. Korneev, M. Kulakova, M. Kozak, I. Makashyna, I. Moiseenko, M. Repi, M. Shyshlo and others.

The problem of shaping competitive specialists in universities has become the subject of research quite recently, but every year obtains certain dynamics.

It should be noted that the most important – for a certain period – in the formation of competitiveness were the studies related to the economy. Among scientists of this direction are: S. Briu, A. Cournot, A. Marshall, D. Mill, A. Smith, F. A. von Hayek and others.

Psychological mechanisms of competitive future experts' – university students training are revealed by L. Kotikova, A. Gusev, G. Maksymov, L. Mitina, A. Kurakov and others.

The most complete the phenomenon under investigation is revealed in economic terms, where it is associated with market relations and is defined as "one of the best and most effective mechanisms of their regulation, which is unrivalled, and which involves competition between the actors, being a legalized form of struggle for existence "[4, p. 80].

As for educational course of the issue concerning competitive professional's training, it should be noted that in domestic and foreign scientific literature it has been studied quite recently, due to the conversion of former Soviet republics economy to market relations. Among the pedagogical studies on the problem under investigation are the following: N. Ababilova, V. Andreev, A. Anhelovsky, V. Bondar, T. Dziuba, L. Karamushka, N. Kolobkova etc.

Considering the logic of our research, we had to address the concept of "competition", defined as the rivalry, struggle to achieve benefits [4]. Competitiveness is an achievement and success in business. Competitive specialists much easier adapt to the requirements of the social environment, achieving a higher level of professional and personal development. Due to the formation the future specialists' competitiveness motivation for learning is increasing, demands on the quality of their education are growing, the level of knowledge, skills and aptitudes is improving and striving for self-development is being actualized.

According to A. Kirsanov high level of competitiveness is an essential requirement for future specialist which determines the measure of his

professional competence. Competitiveness is a socially oriented system of abilities, characteristics and personality traits that characterize his potential to achieve success (in education, professional and non-professional life), defines adequate individual behavior in dynamically changing conditions, providing internal self-confidence, harmony with oneself and with the world around us [10, p.2].

From a philosophical point of view a construct under investigation is one of the important social categories, the universal principle of social development, regulation of social processes [9].

Psychologists define competitiveness as one of the main forms of interpersonal interaction, by which the achievement of individual and group goals and interests of individuals or groups in confrontation with other individuals or groups seeking the same goals and interests is characterized [6, p.230].

It should be noted that some researchers identify two main groups of competitive relationships, one of them is creating, the second one is destructive. We share the opinion of D. S. Kotikova who does not agree with this division, as the competitive relationships are fair relationships and therefore one should possess special knowledge and skills, follow certain rules when entering a competitive relationship [5, p.68].

The founders of the problems of competitiveness in terms of individual psychology are representatives of humanistic psychology (K. Rogers, R. Ollport, D. Dewey, R. Martens, A. Maslow, etc.), who state that the presence of this quality allows a person to perform many social roles, to evolve throughout his life, to have freedom of choice and to develop individual lifestyle.

Domestic scientists L. Karamushka and O. Fil, analyzing the issue of competition, pay attention to the fact that it is not aggressive struggle, as it is considered by most of the authors, but primarily, it is "civilized interaction of individuals" [3, p. 31].

D. Kotikova identifies the following main features of a competitive personality:

- the ability to build a hierarchy of motives and hierarchy of values and meanings, the ability to be aware of this hierarchy, navigate to the "space" of meanings and values;
- willingness to carry out the reflection of his responsible actions and of all his life;
- the presence of a certain focus on conscious regulation of own thoughts, feelings and actions [5].

S. Goncharenko identifies not only positive but also negative effects of competition. Thus, explaining that phenomenon through the economic categories, the authors include reducing the cost of goods, improving their quality to the first group (positive effects). One of the negative consequences of competition is increasing of social tension. All the manifestations of

competition are due to the peculiarities of the interests of the interlocuters, and the level of their psychological culture [3].

According to US researchers G. j. Grayson, C. Dell, competitive citizens should have the ability to monitor processes, analyze them, interpret observations and take appropriate action, to have the ability to work in a team, take responsibility, constantly learn to adapt to different changes, etc. [9].

Competitiveness in teaching science is viewed from different perspectives. According to N. Ababilova, competitiveness is a dynamic integral formation that is characterized by the successful operation of an interpreter in a multicultural environment; by the achievement of desired social status during continuous competition by means of quality display of their professional knowledge and skills, personal qualities and professional non-standard solutions of problems [1, p.19]. V. Andreev defines this construct, as a synthesis of such qualities as clarity of goals and values, hard work, creative attitude, the ability to risk, independence, the ability to be a leader, striving for continuous self-development, conflict resistance. Competitive university graduate is able to self-determination both in life and in professional activity [2, p.520].

The analysis of definitions of the term “competitiveness” proved that scientists appreciate the formation and existence of modern specialist because it provides social security in terms of market functioning of the individual; makes it possible to achieve success in their professional career and beyond it; find a job; adequately handle a rapidly changing environment; provides confidence, harmony with the environment and it is the external manifestation of improvement process, it is the aptitude to fit best into reality.

In our view, the competitiveness of future navigators is a complex dynamic formation that characterizes the level of qualification of a specialist of commercial fleet, a set of adaptive, cognitive and active, personal and evaluative components that reflect the professional knowledge, abilities, skills, personal qualities, commitment to continuous self-development, aimed at the success of competitive rivalry in the development of the international labor market.

The role of adaptive component is quite significant in shaping the construct under investigation in the future navigators. That is because the competitive graduate-navigator’s training is characterized, as it has been already noted, by its focus not on the domestic labor market, but international one, where there is a significant difference of mentalities of different nations, cultures and religions which captain and his ship mates should take into consideration in their daily work, be well aware of the definite characteristics of crew members and to be able to solve the problems that may arise clearly, and be able to adjust difficulties in interpersonal relationships timely. Ignoring this can lead to misunderstandings in both professional matters of long-term voyages, and the emergence of interpersonal conflicts. In addition, navigators must be able to adapt quickly to a sharp changing of climatic and natural environment. To be able to adapt to the effective performance of their duties, regardless of where

they are: in the tropics or in the north. Therefore, both the ability to adapt to various socio-cultural environment (multinational component: of a crew, management of the companies, inspection bodies at international seaports, etc.) and the ability to influence actively the environment, its development and adaptation to themselves is very important in the formation of the construct under investigation.

Cadets must be prepared to adapt quickly to emergency, and the ability to predict their behavior and the behavior of the crew in difficult circumstances during long-term voyages.

Cognitive and active component is considered to be the following component of the construct under investigation.

Professional knowledge and skills, which should a competitive future navigator possess are the following: planning and conversion of the vessel and determining its location; the skill of the usage of nautical charts and such manuals as sailing, table tides, sailor's notification, navigation preventions transmitted by radio, and also the information on ways of setting the vessel; principles of magnetic and gyro compasses; steering gear control systems, operational procedures and the transition from manual to automatic control and vice versa; the skills connected with content, and use of the International Regulations for the purposes of the prevention of collisions at sea ships of 1972, as amended; principles objection of navigation watch; effective procedures of the watch on the bridge; techniques bringing blind pilot (for devices); knowledge of the principles of bridge resource management, including: allocation, assignment and priority resources; effective communication; assessment of the situation and the role of the leader; obtaining and support of knowledge the management; the knowledge of the fundamentals of radar and automatic means of automatical navigational radar plotting (ANRP); the skills of maneuvering and controlling vessel; processing, distribution and cargo lashing and etc.

Besides the skills which were mentioned above a future navigator should master English on rather high level, as English is the language of international communication. Good knowledge of the English language allows a member of the command staff to use navigational maps, understand meteorological information and the messages regarding the safety of the vessel and its operation, to liaise with other vessels, coastal stations and serve as officers in the crew, whose members are of different nationalities. The more fluent a future navigator is in English, the more competitive he will be.

Activity component of a specified component of competitiveness provides mastering by the cadets professional skills, techniques, active practical training. These are the followings: the ability to use information from the navigation equipment bearing chassis to watch; the ability to use electronic locating vehicles using various kinds of radio navigation equipment (echo sounder, gyro- and magnetic compass), ability to use celestial bodies to determine the ship's position, as well as the ability to determine the location of vehicles using:

coastal landmarks, fencing aids to navigation, including lighthouses, buoys and marks; calculations by taking into account wind, tides, currents and predictable speed, etc.

Besides mentioned above professional skills a future competitive navigator must be able to present himself successfully on the international labor market that is able to manage impressions of himself. Thus, it is important to master the skills of using strategies and techniques of self-presentation. During the employment in the competent international crewing company it will help to gain a positive result and a young professional can create for himself as a professional, positive outlook and surpass other candidates and be elected to the post he claims.

Personality-evaluative component consists of a set of leadership skills, conflict- and stress resistance, self-esteem.

The captain of the vessel in his professional characteristics, the official appointment is a legitimate leader of the crew and he should be a leader for sure. However, not all candidates for the ship's crew fully possess leadership qualities. Leadership potential complements the powers of the head and increase the success of his management functions.

In addition, a future navigator should have skills to resolve conflicts that may arise, especially during long voyages. The ability to assess adequately the situation in which conflict may arise, analyze and predict the factors that influence its occurrence, learn strategies of quickly respond to it and clear solution.

We consider conflict resistance of the navigators as the quality of the individual which makes it possible to store high functional activity in the complex, including stressful situations, skill of optimum choice of strategies and tactics to respond to emerging conflicts.

Of great importance is students' self-esteem from the reflection of their own professional cognitive- and activity-based and personal potentials, which in combination with the evaluation of the teachers, classmates, crew member, where the professional practice takes place – gives them the understanding of themselves as future professionals, realizing their capabilities and convinces the need for self-development and self-improvement. It is impossible to have clear professional goal and succession of its achievement without adequate self-esteem.

As pedagogical conditions of formation of the future competitiveness of navigators we have considered the following:

- Updating the motivational potential of cadets on the formation of competitiveness;
- Encouraging self-development of cadets on the formation of the studied construct.

Thus, higher marine educational institutions should conduct systematic work in the context of competitiveness of future navigators, giving the opportunity to be highly qualified specialists able to take appropriate decisions

quickly, independently, take initiative and responsibility to prevent accidents, to self-correction, capable of self-development and self-presentation, effective interaction with crew members, which will enable to compete successfully in the global labour market.

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