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**CREATION OF POSITIVE MOTIVATION IN FUTURE NAVIGATORS
FOR THE ACHIEVEMENT OF CROSS-CULTURAL
COMMUNICATION SUCCESS**

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***Abstract.** The article highlights the importance of future navigators' motivation creation that is a part of their cross-cultural communication training in the process of higher professional education. The conducted scientific literature analyses allowed us to determine that a person's activity in general and a professional's activity in particular are based on such classical components as a motive, aim, operations or means. Motivation is a driving force of an activity, and person's activities are always motivated. The article reveals the essence of motives and motivation, the essence of future navigators' motivation to cross-cultural communication; the article presents the main future navigators' motives to effective cross-cultural communication creation, external and internal factors that influence this motivation.*

***Keywords:** activity, motive, motivation, future navigators, cross-cultural communication.*

Social, cultural, economic, technological and globalization processes in the world, the increase of international cooperation in the spheres of education, production, new technologies spreading, construction, industry, etc. have become the driving force of international relations development at different levels – from the level of country Presidents and their administrations to trading firms and companies cooperation from different countries and continents. On conditions of international cooperation, the priority is to build effective and efficient cross-cultural communication, which is the key to the relations and dialogue success between representatives of different countries and cultures.

Shipping (commercial, passenger, industrial and military fleet) covers a huge geographical area. Since ancient times people have always used waterways (rivers, seas, oceans) as a means of moving from one place to another, transportation of goods for trade, etc. Some time later people started to use waterways for leisure, travel, etc. Nowadays shipping hasn't lost its unique role in people's lives, and remains one of the economic, political, scientific, technological, cultural parts of a human activity. According to the research conducted in 2010 the number of merchant ships worldwide increased by 26% compared to 2005, and the first places in the ranking of countries with the

largest number of ships (except warships) in possession, are occupied by Indonesia, Panama, Japan, China, the US, Singapore and others [10].

Merchant and passenger ship crews are often multinational and multicultural, so the problem of future crew members' training to cross-cultural interactions takes an important place among scientific matters to be studied. Despite a large number of cross-cultural and socio-cultural research, the problem of future crew members' training to cross-cultural communication has not been solved yet. Seafarers become participants of cross-cultural contacts, while they communicate not only with the crew members of their own vessel, but also with passengers, pilots, port workers, coast guard service, port control service, citizens of the countries in which the vessel arrives, etc. Cross-cultural training is a highly important element in the professional training of future navigators as well as other officers and ratings, as cross-cultural communication penetrates into both working and daily routine of seafarers.

A lot of researchers have dedicated and are still dedicating their studies to the various aspects of cross-cultural communication: I. Bakhov, V. Terekhova, V. Safonova, T. Kolbina, N. Zakharchuk, I. Khalieieva, A. Solodka, M. Bennett, J. Koester, R. Porter, L. Samovar, M. Hyde, and others. Peculiarities of sailors' cross-cultural interaction attracted attention of a number of scientists: M. Sherman, O. Frolova, L. Lipshits, I. Wang, P. Gu, J. Storgaard, C. Chirea-Ungureanu, and others.

The purpose of the article is to define the concept of "future navigators' motivation to cross-cultural communication", as well as to identify the types of future navigators' motivation in the context of their participation in intercultural communication.

This purpose implementation involves completing of the following tasks: to carry out a theoretical analysis of the literature on the problem of cognitive interest and motivation; to study the concept of "motive", "motivation", "future navigators' motivation to cross-cultural communication" and to determine its types.

In order to determine future navigators' motives that influence their intercultural communication, it is necessary to analyze the concepts of "motive" and "motivation".

In psychology a motive is defined as: 1) "motivation for activities related to the satisfaction of the subject needs; a set of external or internal conditions that cause the subject's active state and determine the subject's orientations"; "a material or ideal object, achieving of which is the sense of the activity that induces and determines the orientation choices of activity for which it is performed"; "a conscious reason that is a base for the choice of acts and activities of the individual" [3]; 2) "a conscious incentive to a certain action"; "a source of an action that generates it, but to become like that the motive has to be formed" [7, p. 623]; 3) "the inner driving force that induces a person to action"

[9]; “material or ideal object that induces and directs an activity or an action to itself, and the essence of which is in the fact that some definite needs are satisfied with the help of motives; the mental image of this object” [6].

In human life motives appear as worries, they have a motivating and guiding function, which means that if the activity was not initially directed, it acquires focus and sense (substantial) features when motives appear. There are a lot of situations when human activity may be stimulated by not one, but several motives, and in this case such a phenomenon as polymotivation emerges; motives may be subdivided into a leading (main) motive and a motive-stimulus (secondary). Not always a person is aware of his/her action motives, that is why motives are classified into conscious and unconscious [3;6]. Scientific sources say that motivation as a system of motives is a driving force and a system-building factor of an activity and a motive is a basis of any activities (M. Varii, Pavelkiv, O. Vynoslavskya, O. Breusenko-Kuznetsov, V. Zlyvko, A. Apisheva, O. Vasyliieva).

There are such definitions of a motive in reference literature: 1) “an incentive reason for person’s actions and activities (the reason that pushes to an action)” [4, p. 217]; 2) “an incentive reason for any action, arguments in favor of something”; b) “a conscious need of a person to achieve certain goals, desirable action conditions, its attitude to the interests and value orientations and their assessment that are associated with the desire to implement them into practice; something that a person is guided by in his/her actions (consciously or unconsciously)” [2, p. 185].

Person’s motivation and his/her activities were studied by I. Ziazun, V. Moliako, V. Klymchuk, S. Maksymenko, N. Nychkalo, A. Maslow, E. Deci, D. McClelland, R. Ryan and others. According to the opinion of psychologists and pedagogues (A. Markova, P. Halperin, Ye. Ilin, V. Yakunin and others), positive motivation and orientation of future specialists to perform certain tasks are the keys to achieving high professional results and goals.

Working on the problem of future specialists’ training to professional activity, Ukrainian scientists pay much attention to the formation of their motivation. Thus, U. Liashenko determines providing cadets’ positive motivation to the content, forms and methods of educational activities as one of the pedagogical conditions for future marine engineers’ training. If this condition is met, there will be an increase in future marine engineers’ motivation to “professional activity in the international environment by means of English as a language of international communication; development of foreign language communicative competence; educational and cognitive activity; self-realization and self-development; learning the basics of cross-cultural communication”. The researcher believes that the motivation of future marine engineers can be increased on condition that there are positive results of cadets’ work and satisfaction, that are influenced by the organization and the content of the

educational process, taking into account age peculiarities and priorities, and an appropriate atmosphere creation for the interest of cadets [5, pp. 87-88].

Providing motivation aimed at overcoming ethnocentrism of future translators during their professional training is a pedagogical condition for future translators' training for cross-cultural communication in the scientific work of V. Terekhova. For the effective implementation of the motivation function it is necessary to understand the factors that encourage workers to their professional tasks fulfillment, as well as awareness of ways how to guide these motives into the right direction to achieve the organization goals [8, p. 65].

According to O. Bahlai, development of motivation and cognitive interest in cross-cultural communication of future international tourism specialists during their professional training is the key to the formation of their readiness to cross-cultural communication. This pedagogical condition implementation depends on "subjective attitudes, interests, values and value orientations of the subjects of communication" [1, p. 10].

We agree that the positive motivation of future specialists, as well as motivation of future navigators, will contribute to their high-quality and effective training for cross-cultural communication. Motivation of future navigators to cross-cultural communication is a set of formed motives that encourage future navigators to achieve positive results of cross-cultural interaction with other countries and cultures representatives, that involves leveling (cutting out) conflicts on cross-cultural difference basis, building-up cross-cultural dialogue, tolerant attitude to traditions, customs, opinions of other cultures and countries representatives.

We believe that the development of cognitive interest and motivation of future navigators to learning cross-cultural communication depends on internal and external factors. Internal factors include:

- 1) values and needs of future navigators;
- 2) interest in acquiring and making knowledge in cross-cultural communication more profound;
- 3) desire to develop skills of cross-cultural communication, skills and abilities to react correctly in situations of cross-cultural misunderstanding;
- 4) awareness of the importance of cross-cultural training as part of the navigators' professional training, focusing on the cross-cultural component of training;
- 5) presence and degree of satisfaction from cross-cultural interaction and satisfaction with its results;
- 6) attitude to the situation in which the subjects of communication happened to appear;
- 7) one's own life position based on one's own experience and/or heard experience of others;
- 8) desire for self-development in the professional sphere and in the sphere of

interpersonal relations; etc.

The external factors of motivation include:

- 1) desire to achieve professional growth;
- 2) desire to have a prestigious, well-paid job (which is possible under the condition of employment in international companies, i. e. on ships with a multinational and multicultural crew);
- 3) desire of respect and recognizing of their professionalism and competence in cross-cultural communication;
- 4) fear of criticism, condemnation, etc. because of cross-cultural interaction failure;
- 5) fear of job and remuneration (in the form of wages) loss for the failure of cross-cultural communication; etc.

We distinguish such types of motivation of future navigators to achieve positive results of cross-cultural communication:

- 1) navigators' motivation to communicate with people of other nationalities and cultures, motivation to search for the best ways and tactics of conducting such a cross-cultural dialogue, motivation to achieve the goal of communication;
- 2) motivation to create a friendly microclimate, an atmosphere of mutual respect of the personality of everyone in a multinational and multicultural crew;
- 3) motivation to increase the number of communication acts for better performance of professional tasks, refusing the avoidance of cross-cultural contacts because of unwillingness of such a communication, rejection of the interlocutor for the fact that he/she is a representative of another country, nationality, culture, etc.; a refusal of communication reduction, even to the detriment of professional activity and its positive results;
- 4) taking into account the fact that navigators are the command staff of a crew and their behaviour should set an example to ratings, motivation to destroy xenophobic sentiments is inherent in a crew in general and in oneself in particular, i. e. the priority task is development of a mindset to tolerant, friendly treatment of the interlocutor, despite the fact that he/she belongs to a different race, culture, religion, and has other views, traditions and customs, due to their own culture, their own worldview, and a set of their own and universal values;
- 5) motivation to conduct a self-analysis and self-reflection of the behaviour, knowledge, cross-cultural communication skills, etc;
- 6) motivation to acquire necessary knowledge, skills and cross-cultural communication skills in the process of training in higher education institutions, as well as independently on one's own.

The creation of positive motivation for cross-cultural communication is possible under the influence of internal and external factors, during special preparatory work and due to the use of various methods and means: lectures, mini-lectures, conversations, discussions, practical exercises, business and role-playing games, case-technologies and others.

As a result of practical training on cross-cultural communication with cadets of the 1st, 2nd and 3rd courses of National University “Odessa Maritime Academy”, the analysis of cadets’ successfulness in performing cross-cultural tasks was conducted. After mini-lectures on cross-cultural communication, the cadets were offered the following exercises as a practical material: “Traditions of different countries of the world”, “Work and everyday etiquette of people from different countries in the world”, “The English language variation: British and American English”.

In the exercise “Traditions of different countries of the world” future navigators had to match correctly a particular tradition from the list presented with a corresponding country, and to try to explain their choice. The exercise “Work and everyday etiquette of people from different countries in the world” involves allocation the enumerated above etiquette rules according to groups – “Work etiquette rules” and “Everyday etiquette rules”, according to the national criterion, also with the explanation of the choice. The exercises “The English language variation: British and American English” aim at the development of the lexical component in the process of a foreign language learning, as well as the cross-cultural aspect of its study. Knowledge of vocabulary, grammar, spelling that are inherent in British or American English, in terms of cross-cultural training is important, so these exercises were added to those exercises that on practice will train future navigators to cross-cultural communication. The task of this exercise was to allocate the given words into two groups – “British English words” and “American English words”.

After performing the mentioned above exercises, which are aimed not only at cognitive (knowledgeable) training of seafarers, but also at motivational training, future navigators were offered a list of questions to determine their motivation and cognitive interest in cross-cultural communication. 102 cadets from the 1st, 2nd and 3rd years of study took part in the survey. The question “Is cross-cultural communication training important and necessary for future navigators?” was answered positively by 79% of cadets (78 cadets), 21% of cadets (24 cadets) replied that they were not sure or could not answer. The question “Would you like to study intercultural communication?” was answered by 81% of cadets positively (80 cadets), 19% of cadets (22 cadets) said that they were not sure whether they needed such a training. The question “Do you think that knowledge of the basics of cross-cultural communication will contribute to the success of professional activities?” was answered by 68% of cadets (67 cadets) positively, 21% (24 cadets) said that they were uncertain, 11% said that it was difficult for them to answer this question. Thus, it can be concluded that after the proposed exercises, motivation has increased.

There were offered exercises to motivate future navigators to cross-cultural communication: “Understanding yourself”, “Helpers and obstacles”, “Cross-cultural assistance”. The exercise “Understanding yourself” is designed to

stimulate future navigators' reflections on their motivation for cross-cultural communication and in this exercises cadets write and/or speak aloud those traits of the interlocutor's character that are necessary for the success of cross-cultural interaction, as well as those traits that are missing in each of the cadets and those they would like to have. This exercise contributes to understanding of one's own internal motives, goal-statement, defining the purpose of the activity, and also the decision for oneself, what qualities should be improved to work for positive result. If there is a cadets' desire, the results are discussed, the students express their thoughts.

Exercise "Helpers and obstacles" is performed in this way: on a sheet of paper, each student writes things-"helpers" and things-"obstacles" in cross-cultural communication. This exercise not only helps to understand cross-cultural interaction better, but to work out the cognitive component of training, and to improve motivation and develop cognitive interest in students to learn new things, etc.

In the exercise "Cross-cultural assistance" cadets name difficulties that he/she has encountered in the process of cross-cultural communication or, if he/she has not been a subject of cross-cultural communication yet, cadets give examples of what they consider to be complex situations of cross-cultural interaction. Then other cadets try to explain where, in their opinion, there were communicative mistakes, how to correct them or not to allow them to be made. This exercise is also aimed at creating a positive motivation of future navigators to cross-cultural communication.

We believe that if the pedagogical condition "creation of future navigators' positive motivation to cross-cultural communication" is implemented, the process of future navigators' training will be easier, faster and more effective, and it will result in the preparedness of future navigators to cross-cultural communication.

Nevertheless, the implementation of such a pedagogical condition as "creation of future navigators' positive motivation to cross-cultural communication" itself is not enough for the cross-cultural preparedness of future navigators. Therefore, the perspectives of further research are considered in studying such pedagogical conditions as teacher's role activation and attraction of interdisciplinary connections.

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