Seafarers' Readiness to Communicate in Professional Environment

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The topic of formation of seafarers' foreign-language communicative competence has always been relevant. Modern changes in the organization of the educational process due to crisis events such as the pandemic and hostilities have prompted search for new ways to increase the efficiency of teaching English to future seafarers at higher education institutions. The purpose of the study was to determine the components of readiness to communicate in the professional environment. Methodological tools for diagnosing the formation of various components of students' readiness for communication in the foreign language were developed. Surveys were carried out to collect primary information as well as tests to assess the state of development of foreign language competence and to find out weaknesses and strengths in the communicative activity of students. The result of the research was the development of criteria for assessing the formation of readiness of future seafarers for foreign language communication in the professional environment. We have identified the following components in a theoretical and empirical way: motivational, cognitional, emotional, volitional, linguistic, and social. Empirical studies have shown that the active motivation of students is not sufficiently developed, while the motivation to learn the language is at a high level; thus, the development of readiness to act will become relevant for teachers. After identifying the components of communication that need to be formed, we came to the conclusion that teachers should be ready to form them, be ready for changes in approaches to teaching, have motivation and certain abilities to change and introduce innovations. Thus, we consider the process of forming readiness for communication in the relationship between the readiness of the teacher and that of the student.

1. CONCEPT OF READINESS TO COMMUNICATION

1.1. Basics of the Notions of "Readiness" and "Readiness to Communicate"

The importance of seafarers' ability to communicate in English in the professional environment was emphasized by professionals of the maritime industry and researchers, who analyzed the dangers due to a lack of English language competence (Suresh & Krithika, 2022; An et al., 2023; Fan, 2017; Li et al., 2023; Mönnigmann & Čulić-Viskota, 2017). Our paper is focused on the research of readiness formation of future seafarers to communicate in the professional environment. Based on the analysis of surveys of students who had the experience of practicing in international crews to participate in various forms of foreign language communication, we came to the conclusion that the largest share of them belongs to professional, business,

and informal individual and group conversation. A smaller percentage belongs to informal, free individual and group conversation. The smallest share of seafarers in communication in English refers to an official group conversation and public communication. Spheres of communication requiring the use of a foreign language: social and domestic, administrative and labor, intercultural and religious, scientific and educational, professional and labor, socio-cultural and entertainment.

The process of readiness can be seen from the philosophical, psychological, and pedagogical points of view. We study this process as a pedagogical phenomenon. The process of readiness involves recognizing the need for activity, assessment ability to realize the activity, and planning change to achieve goals. The desire to change and to take action determines the students' degree of readiness. Readiness is more than being "ready or not." Readiness consists of multiple components: motivation to take actions and abilities to realize goals. Many articles in the context of readiness focus on the readiness of organizations for changes (Adeosun et al., 2022; Haqq & Natsir, 2019; Nasution, et al., 2018), readiness for professional activity (Fan, 2017). Mostly, readiness is determined by three related components (i.e., motivation, general capacities, and innovation-specific capacities), which can vary in influence depending upon the setting. Each component has a number of subcomponents that provide more details about motivation and capacity (Readiness Building Guide, 2019). Some scientists analyze readiness within two main aspects – attitudinal and action readiness. Attitude and perception that can form behavior (attitudinal readiness) have to be followed by motivation. The dynamic nature of any readiness means that it is applicable and relevant across all stages of education. It includes background, adoption, active implementation, and sustainability. Readiness applies to different system levels, which can begin with the individual and extend through the academic group, institution, coalition, community, and state to the national level. Thus, readiness is important for outcomes across multiple system levels. Knowledge and skills will eventually form action readiness (Banihashem et al., 2023; Müller, 2023; Nasution et al., 2018).

Action readiness is a state of willingness for the activity that is extracted as a component of an emotional response. It is the state of mobilization of all psychophysiological systems of the body, ensuring the effective implementation of certain actions. This is an armament of a person with the knowledge, skills, and abilities necessary for the successful performance of an action. It is also the determination to take action, readiness for urgent implementation of the existing program of action and finally finding a person at the workplace at the right time, i.e., the ability to receive a signal about the need to take action.

The general idea that readiness is motivation that enforces capabilities was developed in our research of formation of seafarers' readiness to communicate in English in a professional environment. Readiness to communicate has a long-term character and does not relate to situational speaking, which we see as a willingness to communicate in a certain situation. In pedagogical literature, the scientists and practitioners often do not make difference between the notions of readiness and abilities to communicate in a foreign language. We assert that having certain abilities does not always lead to their active realization. The other point for discussion is the difference between readiness and willingness to communicate (Clément et al., 2016; Darasawang & Reinders, 2021; Safranj, 2021; Wang, 2022). Readiness means all the components are formed, while willingness is more like a desire influenced by individual features, such as interest in the topic, confidence, interpersonal relationships, role in the group, etc. (Jud et al., 2023; Howard, 2022; Rosiak, 2022).

1.2. Teachers' Readiness for Changes

The design of programs to teach ESP (English for Specific Purposes) needs changes; it should be dual-mode-ready nowadays - online and offline modes. The dual-mode design and delivery enable students to equitably complete their studies fully online while also offering offline experiences where possible (Roberts et al., 2022).

The teacher's readiness to work in new conditions affects the learning outcomes. The pandemic has forced a review of curricula, approaches to the teaching methods and existing teaching materials. We perceived the need to introduce online learning as temporary; most teachers tended to wait and return to the practices developed over the past years. Events in Ukraine related to military actions violated all our expectations for a return to the traditional teaching of educational subjects to students. Now it is important to discuss the readiness of teachers for change and innovation. New challenges because of the pandemic and war in Ukraine have forced lecturers to be ready for changes. Although the purpose of our study is to identify the components of readiness for foreign-language communication of future seafarers, the readiness of English teachers to form such readiness is an integral part of the integrity of the development process of all foreign language communication components.

Figure 1 shows the distinction between the main components of English lecturers' readiness to form seafarers' communicative skills - they are motivation and capabilities. We obtained such a division of components based on the analysis of theoretical developments on the concept of readiness, and discussions and surveys of English teachers at our university. Thus, without motivation, the teacher will not be ready for any changes. We consider attitude motivation and action motivation.
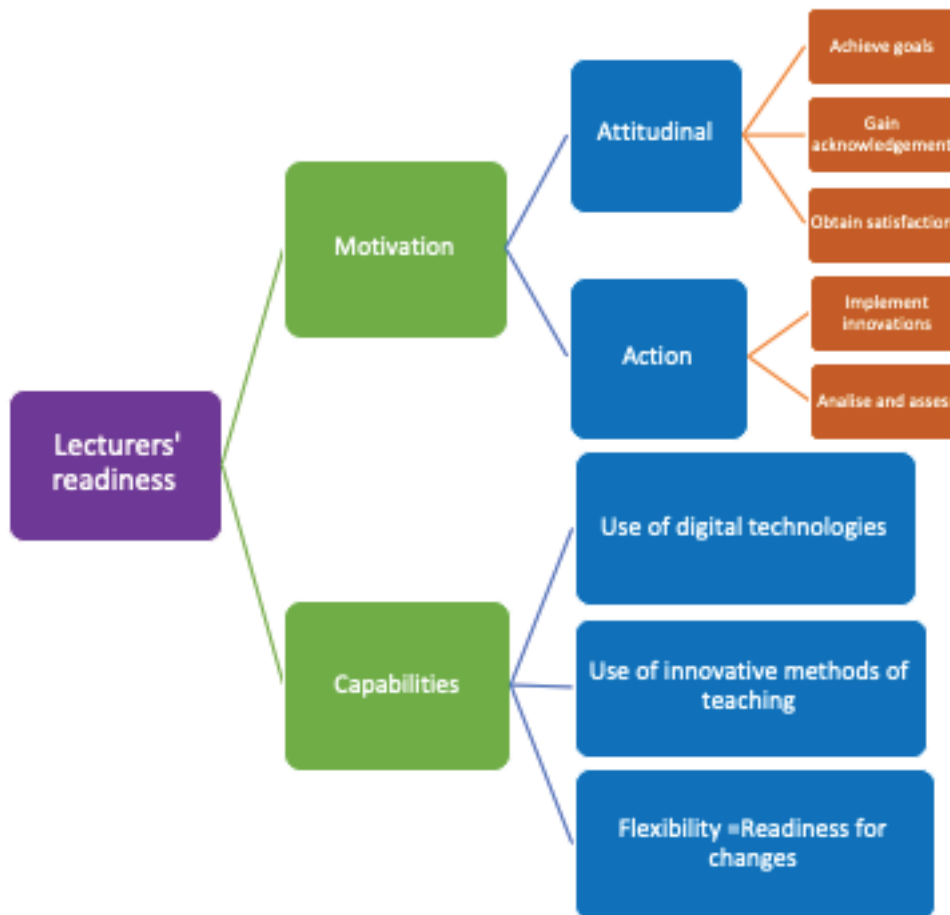
Figure 1.
Components of lecturers' readiness to implement innovations in teaching process.

Each teacher as an individual has his/her own goals: it is possible to provide high-quality knowledge, simply receive a salary, or make a career. We do not indicate what goals the teacher has, but we accept that implementation brings pleasure from professional activities. However, we think it is important that the teacher receives recognition. This is an ambitious motivation, but prompting action. It is the actions that are necessary for the introduction of innovations, the approval of changes in the usual methods of teaching. Leaders-teachers show innovative behavior; it is they who introduce new actions, justify their expediency, or share with other teachers their new approaches. The actions necessary for innovative teachers are to analyze and evaluate the effectiveness of their ideas. The transition to online learning requires the development of special skills and abilities from teachers, which are: the use of digital technologies, innovative methods of teaching, and flexibility.

1.3. Students' Readiness for Communication

Readiness to communicate can be formed by teachers, but f

or this purpose, the process of formation of its components should be clear for them. Here we would like to provide a more detailed description of the suggested ideas. As shown in Figure 2, such components are: 1) motivational (interest and striving for achievement); 2) cognitional (ability to assess means to achieve tasks); 3) emotional (confidence in success and inspiration); 4) volitional (self-improvement, self-control, readiness to innovations of different levels to increase self-realization); 5) linguistic (control of language anxiety (Wang et al., 2022.); perception; formulation of an opinion; knowledge of grammar and lexical units; basic knowledge of the English language; professional knowledge of English); 6) social (styles of communication, cultural awareness).
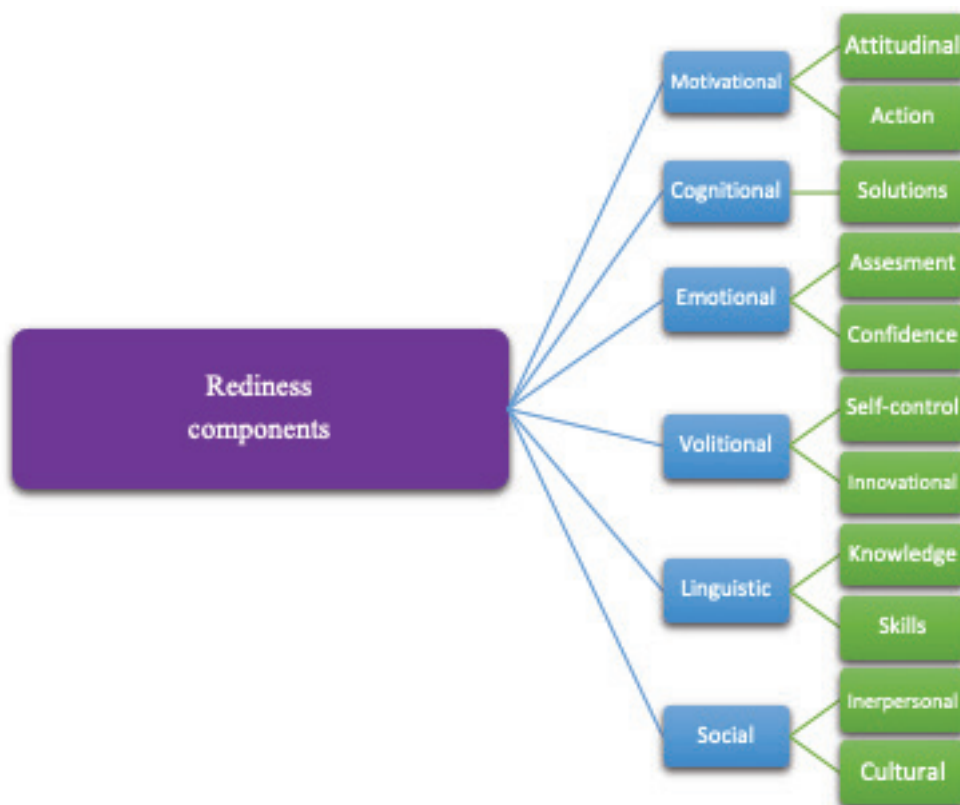
Figure 2.
Components of students' readiness to communicate in English.

Motivation. Attitude motivation is the practice of motivating people by influencing their thoughts and behavior. Attitude and motivation are closely related and can act as strong motivators for whether a team will work together effectively and achieve set goals in a timely manner. A positive attitude can directly affect the career trajectory, as the individual will be more motivated to work hard, try new things, and further contribute to the success of the organization where he works. All team members want to be satisfied and feel appreciated for the work they do. When every employee feels valued and respected, they are likely to be much more motivated to achieve excellent results, which increases the likelihood of achieving the company's overall goal.

The principle of action motivation says: the appetite for any work comes after you take it. This principle applies to any occupation. One only has to take the first step and plunge into the work with his/her head. From the point of view of psychology, if you put off your actions all the time, then you do not really want to achieve what you want or you are overcome by fear of something new. Fear is a natural human reaction to something new.

Cognition. The cognitive component covers the following aspects of communicative activity: rationalism in the emotional sphere; the ability to think rationally and make considered rational decisions. These are important capabilities that increase deeper learning, career readiness, student-centered learning, and higher order thinking. Cognitive and non-cognitive skills, such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn, are important for a later success and may be developed.

Emotions. This component covers the ability to consider the interlocutor's emotions and control own ones. All components of emotional intelligence can be developed. We believe that the development of emotional intelligence is one of the factors in the formation of effective foreign language competence of future seafarers. The development of emotional intelligence will make it possible to identify the cause of negative emotions, and then calmly assess the situation and react to it intelligently, with prudence, and not under the influence of emotions.

Volition. Volitional component is the process of an individual's focusing on the performance and achievement of the

purpose or goal, which is difficult to reach and arises as a result of comparing the real and ideal professional positioning of one's own personality, in accordance with the social requirements of the chosen professional activity. The presence of strong-willed qualities is revealed in the ability to quickly increase one's activity, energy, maintain optimal organization of mental functions during the occurrence of unforeseen situations and the increase in fatigue that occurs in the event of a monotonous action. Without volitional effort, it is impossible to maintain the distribution of attention for a long time, or to work under prolonged tension, which is especially characteristic of educational activities. Satisfaction with the profession, professional orientation and will form an interconnected, dynamic functional system in which the will ensures the stability of professional intentions.

Linguistic component is the formation of speaking skills on the basis of mastering language units in speech. This is a gathering of practical unconscious language knowledge. Language knowledge makes it possible to create and understand expressions, new communicative units, not by inventing them, but by forming them according to certain rules laid down in the language. Linguistic component consists of the ability to understand and produce learned utterances, as well as the potential ability to understand new, unlearned utterances. Considering the linguistic component, it should be noted that:

• it has a complex multi-level structure that corresponds to the diversity of the components of the speakers' communicative ability;

• includes both social and individual linguistic knowledge about the world;

• in the field of using language units, it involves learning both sides of the sign - form and content;

• requires mandatory knowledge of the potentiality of linguistic phenomena and knowledge of the variable tendencies of the development of a sign in language, knowledge of the specifics of its functioning in various spheres of use;

• covers both the production of speech and its perception, which is related to the problem of understanding among the participants in communication;

• is determined by such factors as the level of education, profession and individual experience.

Social component of the learners' readiness to communicate in a foreign language combines the development of the following skills:

• ability to use various communication strategies to solve communication tasks;

• knowledge of the rules of maintaining contact with the interlocutor;

• ability to plan a communicative act and ensure the effect of one's own message;

• ability to identify communication problems and use means of reformulating the message;

• tolerance towards representatives of other cultures;

• ability to consciously build scenarios of cultural interaction;

• mastery of strategies and tactics for solving cross-cultural conflicts and preventing their negative consequences;

• possessing the skill of unbiased study of cultures.

The theoretical part of the study allowed us to develop methodological tools for diagnosing the formation of various components of students' readiness for foreign language communication. We planned to conduct a survey of students to collect primary information, conduct testing to assess the state of development of foreign language competence, find weaknesses and strengths in the communicative activity of students, and develop criteria for assessing the formation of the readiness of future sailors for foreign language communication in the professional environment.

2. EMPIRICAL RESEARCH

To form readiness for professional foreign-language communication of future seafarers during extracurricular work, we conducted a series of anonymous surveys among full-time students of the second, third, and final-year courses of the specialty: 'Navigation', 'Management of technical systems in water transport', who already had the experience of shipboard training.

The results of the primary survey: 140 students were interviewed, but for the analyses we selected only 40 surveys, those who had had shipboard training. Most of them worked on ships with English-speaking crews, most of whom were Filipinos, Greeks, Poles, Indonesians, Portuguese, Hindus, and Chinese, and most students faced the problem of the language barrier. The survey was conducted in 2021-2022 at the State University of Infrastructure and Technologies, Kyiv, Ukraine.

We created tests to survey the functional linguistic component of readiness of future seafarers for professional foreign language communication during shipboard training. The information we received allowed us to understand to which aspects in professional foreign language communication attention should be paid. In addition, the survey made it possible to make forecasts of the students' potential and their readiness for self-development in the extracurricular work

We used the questions related to the understanding of the interlocutor who speaks a foreign language during the performance of professional duties and everyday communication on the ship. As shown in the Table 1, a significant number of students had difficulties in understanding, in direct communication, in providing answers. That led to the end of the conversation without achieving the goal of communication and understanding.

Table 1.
Questionnaire for determining communicative difficulties in an international crew during a shipboard training.

№	Question	Almost always	Quite often	Almost never
1.	Are you trying to stop the conversation when you do not understand the topic of conversation or the interlocutor himself?	11.4	42.9	45.7
2.	Do you avoid entering into a conversation with an unfamiliar crewmember due to the fact that you are insecure about your level of proficiency in the foreign language?	8.6	42.9	48.6
3.	Did you have any misunderstandings during your conversation in the professional foreign language (when your words were understood differently), which led to misunderstandings in your professional activities?	2.9	48.6	48.6
4.	Do you use non-verbal means of communication (gestures, facial expressions) when you cannot explain your opinion to the interlocutor in a foreign language?	34.3	60	5.7
5.	Do you change the topic of conversation only because you do not have a sufficient level of professional knowledge on the topic under discussion in the foreign language?	5.7	42.9	51.4
6.	Have you ever had any cases when your language (or pronunciation) was corrected by your interlocutor while communicating in the foreign language?	8.6	65.7	25.7

Based on the analysis of surveys of students who had experience of training in international crews and participated in various forms of foreign-language communication, we came to the conclusion that the largest share refers to professional, business and informal individual and group conversation. A smaller percentage of participation refers to informal free individual and group conversation. The smallest share of seafarers' participation in communication in English refers to official group conversation and public communication. The spheres of communication requiring the use of the foreign language are social and domestic, administrative and labor, intercultural and religious, social, scientific and educational, professional and labor, socio-cultural, entertainment.

The results show that the cadet seafarers had functional linguistic problems during shipboard training: misunderstandings when words were understood differently (2.9+48.6 %), change of the conversation topic (5.7+42.9%), pronunciation difficulties (8.6+65.7%), insufficient orientation in the conversation topic (11.4+ 42.95), fear of starting a conversation (8.6+42.9).The number of students who used gestures to help themselves to communicate in English (94.3%) also proves the low level of language skills.

Thus, to overcome functional linguistic difficulties, future sailors must master key linguistic skills while 1) speaking for professional purposes; 2) functional speaking (at the airport, in a shop, requesting, complaining etc.), and 3) socializing.

Next component that we analyzed was the motivation of future seafarers in the achievements of their goals, including motivation to master English. Recent researches have proved the influence of types of motivation on the willingness to communicate in the foreign language as in the native language (Roberts et al., 2022).

Motivation for success or fear of failure. 38 participants, students of navigation department, were surveyed. Among the test participants, in 10% motivation for failure (fear of failure) was diagnosed, in 30% the motivational pole was not expressed, while 60% showed motivation for success (hope for success).

Motivation to study English. The motive is internal if it coincides with the purpose of the activity. This means that in the conditions of educational activity, mastering the content of an

academic subject will be both a motive and the goal. Internal motives are associated with the cognitive need of the subject, satisfaction that is obtained from the process of cognition. Mastering educational material is the goal of the training, which in this case is in the nature of educational activities. The student is directly involved in the process of cognition and this brings him emotional satisfaction. The dominance of internal motivation is characterized by the manifestation of the student's own activity in the process of educational activities. 44 students demonstrated internal motivation, of which 45% demonstrated middle level and 55% high level of this kind of motivation. No students demonstrated external motivation, the fact which caused some discussions concerning the reliability of such result.

The formed flexible style of communication will make it possible to avoid difficulties in the interaction among crew members, both when performing official duties and when solving communicative tasks related to everyday needs. To diagnose the students' communication style, testing was conducted according to the existing methodology. 47 students took part in the testing. 36% of respondents explicated transitional style of communication. This style of communication means that the individuals 1) not always show explicit situational awareness; 2) cannot use means and strategies of communicative behavior effectively; 3) are unstable in the feeling of emotional state of an interlocutor; 4) show failures in the attempts to make an impression on the interlocutor; 5) show failures in the attempts to find solutions in the conflict situations while communicating. Thus, almost half of the respondents showed drawbacks in communication style. This result will help us work out the measures to improve the students' readiness to communicate in English. 64% of the respondents showed flexible communication style, which means that the individuals 1) showed explicit situational awareness; 2) used means and strategies of communicative behavior effectively; 3) had stable feeling of the emotional state of the interlocutor; 4) made a positive impression on the interlocutor; 5) found solutions in the conflict situations while communicating. No participants explicated rigid communication style. This style implies that the interlocutor does not adopt the situation of intercourse, unobjectively evaluates themselves and others while communicating, cannot feel emotions of the interlocutor, and tends to the influence of mood. Thus, test on communication style allowed analyzing the social and emotional components of the readiness for communication.

Based on the results of the tests, interviews, and observations of students' activity at the English lessons, we also assessed the cognitional component – the level of cognitive skills, mental capabilities that are vital for students to learn effectively. They complement each other to function effectively and determine the success of learning outcomes.

In order to make a diagnosis of volitional component, we used some experimental techniques.

The empirical research allows us to define abilities and skills that the teachers should train:

1) phonological and articulatory skills (the ability to express oneself effectively through speech);

2) perception (being able to recognize and understand words, body language and facial expressions);

3) ability to listen (the ability to listen carefully to what is being said);

4) ability to retain information in memory and recall (the ability to recall previously received information);

5) ability to express (competence in expressing feelings and emotions in an acceptable form);

6) ability of social perception or interaction (the ability to relate to others in a socially acceptable way, which plays a key role in promoting social integration).

3. CRITERIA OF READINESS FOR PROFESSIONAL COMMUNICATION IN ENGLISH

With the assumption that readiness can be built, we tried to build the system of readiness to communicate in the foreign language in the seafarers' professional environment. The readiness-building system establishes conditions that are associated with the quality of educational methods to increase achieving positive outcomes. These conditions must promote the sustainability of outcomes. By defining the students' readiness level for the foreign-language communication, we can organize readiness-building extra-curricular events to increase motivation to learn and use the foreign language using different-level capacities.

The formation of seafarers' foreign language readiness to communicate involves the development of all its structural components. Therefore, difficulties may arise in the formation of each of these components.

In the context of pedagogical research, it is worth focusing on special types of communication difficulties. Ensuring the success of the crew requires the ability to cooperate. We paid special attention to the difficulties associated with the individual-personal differences of the participants in the communication process. In the emotional aspect, this is realized as misunderstanding of the interlocutor's experiences, while in behavior it can be observed in incoordination with the actions of the interlocutor. In the performance of the functional duties of a seafarer, such incoordination can lead to fatal consequences.

The cognitive complexity of the individual (cognitive aspect) affects the success of developing seafarers' communication skills and contributes to the development of general communication skills, leadership qualities, ability to establish friendships and avoid conflicts.

First of all, the difficulties of foreign communication relate to the linguistic aspect, i.e., the formation of listening, reading, writing, and dialogical and monologue speech skills. Students' readiness for foreign language communication in a professional environment is associated with the ability to transform various speech skills into complex speech skills, supported by communicative strategies. These are tools for solving a problem that is relevant to achieve a communicative goal. Mastering these strategies allows the student to activate personal resources and in situations of intercultural communication not only to use grammatical structures and lexical units, but also to adequately respond to the interlocutor.

Some linguists emphasize that the main problem of communication in a foreign language is the lack of knowledge of the system of language (grammar and lexical systems). The pressure of time appears due to the necessity to speak spontaneously. The awareness of own grammar and phonetic errors influence students' productivity. Perception of information is the other problem connected with hearing skills.

Table 2.
Criteria for determining levels of future seafarers' readiness to communicate in English in professional environment.

Level	Capabilities and skills
	Motivational component
High	-motivated for success -internal motive to master the subject (English) -emotional satisfaction learning English, positive attitude to learning -manifest activity in the process of education
Middle	-motivation pole is not expressed -have emotional satisfaction learning English, positive attitude to learning -do not manifest activity in the process of education
Low	-motivation for failure (fear of failure) -do not have emotional satisfaction learning English, positive attitude to learning -do not manifest activity in the process of education
	Cognitional component
High	-prior knowledge and prior learning experience -ability to draw conclusions -ability to retain information in memory and recall
Middle	-think less rationally -take reasonable decisions -apply lower level of memorizing facts or information
Low	-do not understand the information -misapplication of learnt information without analyzing and evaluation
	Emotional component
High	-understand emotions of the interlocutor -control own emotions -ability to express feelings and emotions in an acceptable form
Middle	-not always understand emotions of the interlocutor -not always control personal emotions -experience some emotional tension during communication
Low	-release control over oneself -allow oneself irresponsible reaction and statements -are driven by emotional impulses

Volitional component	
High	-have the ability to quickly increase own interest, energy -maintain optimal organization of mental functions during the occurrence of unforeseen situations -maintain the distribution of attention for a long time -can work under prolonged pressure -ability of self-improvement -have developed self-control skills
Middle	-be restrained in activity -not always provoke activity and interest to work -sometimes depend on own mood and accumulation of energy
Low	-lack of self-confidence and self-control -have poor attitude to learning, social communication, and useful work -show lack of sense of duty, discipline, thrift
Linguistic component	
High	-have high grades in ESP (English for professional purposes) -have B2 level of General English -can formulate own opinion easily -can control language anxiety -have well developed perceptual skills, recognize and understand words, body language and facial expressions
Middle	-understand professional terminology -have lower level of General English than B2 -require some time for formulation of the answer -ability to support everyday communication with other members of the crew in their free time
Low	-operate basic language -know different professional lexical items and options -experience difficulty in spontaneous communication -are uncertain in responding
Social component	
High	-explicit situational awareness -use means and strategies of communicative behavior effectively -make a positive impression on the interlocutor -find solutions in the conflict situations while communicating -are tolerant towards representatives of other cultures -can prevent cross-cultural conflicts -possess skills of unbiased study of cultures
Middle	-not always support the communicative situation -are not always able to use effectively means and strategies of communicative behavior -seldom feel the emotional state of the interlocutor -not always adept at the cultural differences
Low	-biased in evaluating oneself and others. -do not feel the emotional state of the interlocutor -are not aware of cultural differences -miscalculate in making an impression on the interlocutor -miscalculate in resolving conflict situations

The criteria we have proposed for readiness to communicate in English have the following features:
- based on the peculiarities of communication within an international maritime crew;
- applicable for assessing the readiness for communication of both an individual student and an academic group;
- display the level of formation of each of the components of readiness for communication;
- applicable to assess the dynamics of the formation of readiness components;
- professionally oriented.

4. DISCUSSION

There were many discussions among the teachers who in their groups had conducted tests on the motivation of students to learn English. All students surveyed showed internal orientation of motivation, no one showed an external orientation. Externally motivated learning activities exist in case when mastering the content of an academic subject is not a goal, but a means of achieving other goals. This may be getting a good grade (certificate, diploma), receiving a scholarship, submitting to the teacher's requirement, receiving praise, recognizing peers, etc.

With such indicators, the question arose as to why almost half of the respondents had communication difficulties found during other tests. The question arose of the validity of the results of the test of motivation for learning. Thus, we saw discrepancy between the desire to learn and the outcomes of learning. The reasons for the discrepancy were considered: whether the students were sincere while answering test questions; whether it could be the fault of the teachers or the quality of teaching was not good; was the content of educational subjects a personal value for the student.

In search of an answer, we have developed a number of additional measures, e.g., the teacher in the Telegram channel invited students to watch an interesting video during extracurricular time and complete a task for it. Unfortunately, only one student showed readiness to complete this task; there were 30 students in the group, and all of them answered in the questionnaire that they were highly concerned about their knowledge of English. Several such 'tricks' on the part of the teachers have given us the answer - to feel and act different things. It is an emotional desire, an understanding of necessity, but not confirmed by actions. Now we are developing measures and ways to develop motivation for action. We have found for ourselves such an answer to the question of the discrepancy between the results of communication and testing the motivation for learning, but the discussion is still going on.

The other point for discussion is the difference between readiness and willingness to communicate. We also find communication process much wider than speaking itself, but some elements of readiness to speak English are the same as we mentioned in our research. Thus, Zhen & Hashim list motivation, confidence, and anxiety (Zhen & Hashim, 2022) among the components of readiness to speak English.

5. CONCLUSION

As a result of theoretical and empirical research, we distinguish the following components of seafarers' readiness to communicate in English in the professional environment: 1) motivational (interest and striving for achievement); 2) cognitional (ability to assess means to achieve tasks); 3) emotional (confidence in success and inspiration); 4) volitional (self-improvement, self-control, readiness for innovations of different levels to increase self-realization); 5) linguistic component (control of language anxiety (Darasawang & Reinders, 2021); perception; formulation of an opinion; knowledge of grammar and lexical units; basic knowledge of the English language; professional knowledge of English); 6) social (styles of communication, cultural awareness). The formation of seafarers' foreign language readiness to communicate involves the development of all its structural components. Therefore, difficulties may arise in the formation of each of these components.

The empirical results show that the cadet seafarers had functional linguistic problems during shipboard training: misunderstandings of words (2.9+48.6%), changed topic of the conversation (5.7+42.9%), pronunciation difficulties (8.6+65.7%), failed orientation in the topic of the conversation (11.4+42.95%), fear of starting a conversation (8.6+42.9%).The number of students who used gestures to help themselves to communicate in English (94.3%) also proves a low level of language skills. Therefore, to overcome linguistic difficulties, future sailors must master key linguistic skills while 1) speaking for professional purposes; 2) functional speaking (at the airport, in a shop, requesting, complaining etc.) 3) socializing. We considered attitude motivation and action motivation among students as well as among English language teachers. The readiness of teachers to form such readiness is an integral part of the integrity of the development process of all the components of foreign language communication. We distinguish the main components of the English lecturers' readiness to form seafarers' communicative skills and these are motivation and capabilities. Without motivation, the teacher will not be ready for any changes.

The components of foreign language readiness are interconnected; they do not exist as independent entities, but the teacher's concentration on the need to pay attention not only to learning the linguistic component is of practical importance in the activity of the teacher to increase the effectiveness of the educational process.

CONFLICT OF INTEREST:

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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