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ІНТЕГРАЦІЯ ІМО СТАНДАРТНИХ ФРАЗ МОРСЬКОГО ЗВ'ЯЗКУ НА ЗАНЯТТЯХ МОРСЬКОЇ АНГЛІЙСЬКОЇ МОВИ ДЛЯ СУДНОВИХ ЕЛЕКТРОМЕХАНІКІВ В ХЕРСОНСЬКІЙ ДЕРЖАВНІЙ МОРСЬКІЙ АКАДЕМІЇ

Дана стаття присвячена критично важливому аспекту сучасної морської освіти: лінгвістичній підготовці суднових електротехніків (ETO). Традиційно стандартні фрази IMO (SMCP) викладалися крізь призму навігації та місткових операцій. Автор обґрунтовує необхідність зміни парадигми, де SMCP розглядається як спеціалізований технічний інструмент, необхідний для безпечної експлуатації високовольтних систем та суднової автоматики. Основне твердження роботи полягає в тому, що для студентів електромеханіків ХДМА морська англійська мова є не просто другорядною академічною дисципліною, а «критичним системним компонентом», який повинен функціонувати так само надійно, як і електрична мережа судна.

У статті детально розглядаються життєво важливі напрямки інтеграції: «Безпека та надзвичайні ситуації», «Діалоги щодо технічного обслуговування та ремонту» та «Технічне співробітництво». Автор демонструє, як комунікативні маркери SMCP – такі як інформація, інструкція та порада – мають бути синтезовані з електротехнічною лексикою. Це включає вербалізацію ризиків виникнення електричної дуги, ізоляцію головних розподільчих щитів та координацію дій під час відновлення живлення після повного знеструмлення судна (blackout). Запропонована педагогічна стратегія базується на проблемно-орієнтованому навчанні (TBL) із використанням тренажерів машинного відділення ХДМА для формування «функціональної вільності» мовлення.

Значна увага приділяється «людському фактору» – психологічним та когнітивним бар'єрам у комунікації. Для подолання сухості стандартної мови автор пропонує впровадження гейміфікованих стрес-тестів. SMCP фрази можна застосовувати на заняттях морської англійськох мови шляхом імітації шумових перешкод та нестандартних команд із містка. Аналіз записів

реєстраторів даних рейсу (VDR) слугує наочним нагадуванням про наслідки двозначності, перетворюючи вивчення SMCP на засіб гарантування безпеки. У висновку зазначається, що такий інтегрований підхід формує елітних морських офіцерів, які володіють «комунікативною стійкістю» та здатні забезпечити надійну роботу судна в умовах глобального флоту.

Ключові слова: *Стандартні фрази ІМО для морського радіозв'язку (IMO SMCP), морська англійська мова, судновий електромеханік (ETO), проблемно-орієнтоване навчання (TBL), Херсонська державна морська академія (ХДМА), відповідність вимогам ПДНВ (STCW).*

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ASPECTS OF INTEGRATING IMO SMCP PHRASES INTO MARITIME ENGLISH LESSONS FOR ELECTRICAL-ENGINEERING STUDENTS AT KHERSON STATE MARITIME ACADEMY

Overview and Contextual Framework. The article "Aspects of Integrating IMO SMCP Phrases into Maritime English Lessons for Electrical-Engineering Students at Kherson State Maritime Academy" addresses a critical gap in contemporary maritime education: the linguistic preparation of Electro-Technical Officers (ETOs). Traditionally, the International Maritime Organization's Standard Marine Communication Phrases (SMCP) have been taught through the lens of navigation and bridge operations. This article argues for a paradigm shift, repositioning SMCP as a specialized technical tool essential for the safe operation of high-voltage systems and shipboard automation. At the heart of the text is the assertion that for EE students at KSMA, Maritime English is not merely a secondary academic subject but a "critical system component" that must function with the same reliability as the vessel's electrical grid.

Technical and Pedagogical Expansion. The author meticulously expands the scope of standard communication by identifying three vital intersections: Safety and Emergency, Maintenance and Repair, and Technical Cooperation. By moving beyond general "fire" or "flooding" reports, the article details how SMCP markers – such as information, instruction, and advice – must be synthesized with electrotechnical lexis. This includes the precise verbalization of arc-flash hazards, the isolation of main switchboards, and the coordination of blackout recoveries. The pedagogical strategy proposed is rooted in Task-Based Learning (TBL), utilizing the Academy's high-fidelity engine room simulators and cross-departmental drills to foster "functional fluency." This methodology is designed to bridge the gap between the theoretical classroom and the high-stress, "dead-ship" scenarios that ETOs face in the global fleet.

Critical Analysis of Challenges and Safety Outcomes. A significant portion of the article is dedicated to the "human element"–the psychological and cognitive barriers to effective communication. The author introduces the concept of "gamified stress-tests" as a solution to student disengagement and the "dryness" of standardized language. SMCP phrases may be implemented into Maritime English lesson by simulating "distractor" noise and non-standard commands from a bridge officer. The use of Voyage Data Recorder (VDR) transcripts serves as a sobering reminder of the consequences of ambiguity, transforming the study of SMCP into a forensic analysis of safety. The article concludes that this integrated approach does not just produce engineers who can pass an exam; it produces elite maritime officers who possess "communicative resilience."

Contribution to the Field. This article serves as a vital resource for Maritime English teachers and curriculum designers. It provides a clear roadmap for modernizing STCW-compliant training by focusing on the ETO's unique role in the bridge-to-engine room communication link. By prioritizing brevity, clarity, and technical precision, the proposed curriculum at KSMA sets a new international standard for maritime excellence, ensuring that the electrified ships of the future are manned by officers who can speak as clearly as they code and repair.

Key words: *IMO SMCP, Maritime English, Electro-Technical Officer (ETO), Task-Based Learning (TBL), Kherson State Maritime Academy (KSMA), STCW Compliance.*

Problem Statement. The modern maritime industry is characterized by increasing automation and the integration of complex electrical systems. For the cadets of Kherson State Maritime Academy (KSMA), mastering English is not merely an academic requirement but a fundamental pillar of maritime safety. The role of an Electro-Technical Officer (ETO) on a modern vessel is unique. While the Chief Engineer manages mechanical propulsion, the ETO is responsible for the "nervous system" of the ship–the automation, power distribution, and communication networks. At Kherson State Maritime Academy, the English language curriculum acknowledges that a breakdown in communication regarding an electrical fault can lead to a total loss of command (total blackout). The use of Standard Marine Communication Phrases (SMCP), adopted by the IMO, ensures that even in high-stress technical failures, communication remains unambiguous [1].

The importance of SMCP for ETOs is rooted in safety-critical precision. In the engine room, ambient noise levels are high, and VHF or internal telephone communication can be distorted. SMCP phrases are designed to be "phonetically distinct," reducing the risk that a command like "Switch on" is mistaken for "Switch off."

The International Maritime Organization's Standard Marine Communication Phrases are the bedrock of safety at sea. As vessels transition toward more complex integrated electric propulsion and automated systems, the Electro-Technical Officer must be as fluent in SMCP as any navigator.

This article explores how to bridge the gap between general Maritime English and the specialized technical communication required for future electrical engineers.

Analysis of recent research and publications. Recent academic discourse has been significantly shaped by the works of P. Trenkner and C. Cole, who have long advocated for the evolution of SMCP from a deck-centric tool into a comprehensive bridge-to-engine room communication standard [2]. Researchers such as B. Pritchard have further expanded this field by analyzing the specific linguistic requirements of technical maritime personnel, highlighting the necessity for precision in fault-finding dialogues [6]. In the context of specialized ETO training, the studies of R. Ziarati emphasize the critical role of the "human element" and the high stakes of communication failures within automated shipboard systems [5].

Furthermore, the pedagogical frameworks proposed by N. Logie explore the effectiveness of task-based learning and simulation-based assessment in developing communicative resilience among engineering officers [3]. Finally, contemporary publications by T. Sullivan underscore the urgent need for curriculum modernization

to address the linguistic challenges posed by integrated electric propulsion and high-voltage safety protocols in the modern global fleet [4].

The purpose of this research is to develop a specialized pedagogical framework that integrates IMO SMCP into the training of Electrical-Engineering students at Kherson State Maritime Academy to enhance safety during high-voltage operations. It aims to bridge the communication gap between the engine room and the bridge by transforming standardized phrases into functional tools for troubleshooting, automation management, and emergency response [1].

The Thesis. The core argument is that Maritime English (ME) pedagogy must evolve to meet the highly technical demands of modern vessel automation. For Electrical-Engineering students, the IMO Standard Marine Communication Phrases should not be taught merely as a memorization of "External Communication" (Ship-to-Shore) but as a functional tool for critical Internal Communication–specifically during machinery failures, electrical fires, and blackout recoveries. This evolution requires a shift toward "Functional Fluency," where phrases are treated as verbal checklists that prevent cognitive overload during high-stress technical emergencies.

By embedding SMCP into the specific context of high-voltage safety and power management systems, students learn to convey precise status updates to the Bridge without the ambiguity that leads to maritime casualties. Furthermore, integrating these phrases into "Engine Room Resource Management" simulations at Kherson State Maritime Academy allows students to practice the linguistic hand-over of automated systems during watchkeeping transitions. This pedagogical shift ensures that the ETO is not just a silent technician, but a vital communicator capable of directing fire-fighting efforts in battery rooms or coordinating the phased restoration of the main switchboard. Ultimately, modernizing the curriculum in this way transforms English from a secondary academic subject into a primary safety instrument on the vessel's electrical grid.

To make SMCP truly relevant for KSMA electrical-engineering students, the curriculum should focus on the specific intersections that bridge the gap between linguistic theory and high-voltage reality:

- Safety and Emergency (Section A1/1): while standard SMCP covers general "Fire in the engine room," EE students must master expanded, specialized phrases for electrical fires, the isolation of high-voltage switchboards, and the critical status of emergency generators. This includes practicing the precise terminology for "arc flash" hazards and the deployment of non-conductive extinguishing agents.
- Maintenance and repair dialogues: using SMCP sentence structures to describe complex "Fault Finding" processes allows for professional clarity during technical crises. Instead of relying on vague or non-standard descriptions, students learn to utilize standardized markers – advice, instruction, and information – to provide the Chief Engineer or the Bridge with actionable data regarding sensor failures or PLC malfunctions.
- Technical cooperation: standardizing the "hand-over" process between shifts is essential for maintaining the integrity of the vessel's power management system. Students must practice communicating battery levels, shore power synchronization, and the suppression of "nuisance" automation alarms without any linguistic ambiguity.
- Bridge-to-engine room synergy: the curriculum should emphasize the ETO's role in informing the Officer of the Watch about power limitations that may affect maneuverability, such as bow thruster availability.
- Resource Management under stress: by embedding these phrases into "Engine Room Resource Management" (ERM), students learn to manage the human element during a total blackout, where clear communication is as vital as technical skill.
- Integration of digital documentation: modern EE students must also learn to implement these standardized oral phrases into written electronic logbooks and maintenance software (like AMOS), ensuring consistency across all forms of technical reporting.
- Cyber-physical security communication: as ships become more connected, the scope of SMCP for EE students must now include reporting "unauthorized access to the automation network" or "anomalies in the satellite link" using standard message markers.
- Standardizing the language of automation: finally, the integration should cover the verbalization of "Alarm Lists," training students to read out and confirm automated warnings using the phonetic alphabet and standard SMCP responses to ensure no critical error is overlooked [1].

Pedagogical Strategy at KSMA. To modernize the training of Electro-Technical Officers (ETOs) at Kherson State Maritime Academy, the pedagogical strategy must pivot from traditional grammar-heavy instruction to an immersive, operational framework. Implementing this shift involves adopting task-based learning, which mirrors the high-stakes environment of a modern automated vessel. Instead of passive textbook memorization, students engage in high-fidelity Engine Room simulators, where they must articulate technical status updates using SMCP while physically or virtually troubleshooting complex electrical panels.

This methodology is further refined through Mock Blackout Drills, forcing students to utilize standardized markers – such as intention and information – to report the status of a "Dead Ship" and coordinate the delicate sequence of restoring power. To ensure these skills are not developed in a vacuum, there may be suggested Cross-Departmental drills to be conducted, cementing the vital "Bridge-to-Engine Room" communication link. Beyond these core exercises, the strategy expands to include Aural Response training, where students must identify specific electrical alarms and respond with the correct SMCP "Information" marker within seconds to simulate real-world urgency.

Instructors also utilize Video Data Recording (VDR) Analysis, where students critique transcripts of actual maritime incidents to identify how non-standard English contributed to electrical equipment failure. Peer-to-peer assessment is integrated, requiring students to act as "Safety Observers" who grade their groupmates on the brevity and clarity of their radio transmissions during high-voltage switching operations. Furthermore, the use of gamified scenarios introduces random technical faults, such as a sudden "earth fault" or "synchronization failure," requiring an immediate verbal report to a simulated Chief Engineer.

By incorporating technical lexis expansion, the curriculum ensures that SMCP markers are paired with

precise electrotechnical vocabulary, such as "bus-tie breaker" or "rectifier bridge." This holistic approach also includes digital communication literacy, where students practice typing SMCP-compliant messages into shipboard local networks and automation logs. Ultimately, the goal at KSMA is to create a "reflexive" speaker who does not need to translate from their native tongue but instead thinks in standardized operational English. This pedagogical evolution transforms the Maritime English classroom into a laboratory of safety, ensuring that every EE graduate is linguistically prepared for the pressures of the global fleet. By the end of the course, students are not just tested on their ability to pass an exam, but on their ability to maintain "situational awareness" through the power of standardized speech.

Traditional SMCP	EE-Specific Integration	Operational Context
"I have problems with main engine."	"Information: Main switchboard failure. Requesting emergency power."	Power Management
"Fire is under control."	"Instruction: Do not enter battery room. CO2 release imminent."	Safety and Life Saving
"What is your position?"	"Question: What is the status of the shore power breaker?"	Port Operations
"Engine room is ready."	"Information: All generators synchronized. Full power available."	Departure Prep
"Repeat your last message."	"Say again. Information: Insulation resistance on 440V busbar is low."	Fault Diagnostics

Challenges and Solutions. The primary challenge in teaching IMO SMCP to Electrical-Engineering students at Kherson State Maritime Academy is the inherent "dryness" and perceived rigidity of standardized language, which students often view as a bureaucratic hurdle rather than an operational tool. To counter this, KSMA teachers must move beyond rote memorization by integrating high-stakes Case Studies – analyzing real-world maritime accidents where the catalyst for disaster was not a mechanical failure, but a catastrophic breakdown in the communication of electrical faults. By deconstructing Voyage Data Recorder (VDR) transcripts and "Black Box" audio from actual engine room fires or total power losses, students witness the terrifying real-world consequences of ambiguity and the life-saving value of brevity and linguistic clarity.

This pedagogical approach transforms the classroom into a forensic laboratory where students identify "linguistic triggers" that led to confusion between the Bridge and the ETO during a crisis. Another significant challenge is the "Technical Silo" effect, where electrical students feel SMCP is designed primarily for navigators; the solution lies in contextualizing the lexicon to include high-voltage safety and automation-specific terminology.

To overcome the lack of student engagement, instructors at Kherson State Maritime Academy can implement gamified stress-tests that transform the classroom into a high-pressure engine room environment. In these scenarios, students must manage a complex simulated electrical synchronization while being deliberately bombarded with non-standard "distractor" questions from a simulated Captain or Chief Engineer. This "Distraction Management" technique forces students to filter out colloquial or panicked speech and respond only with standardized SMCP markers, such as Stand by or Information.

By introducing a "Score-based" system where points are deducted for every non-standard word used, the exercise turns linguistic accuracy into a competitive challenge. These simulations can be escalated by adding environmental stressors, such as simulated smoke or loud alarm audio, to test if the student's command of English remains intact under physiological pressure. Teachers can use "Flash-card drills" during these tests, where a student must identify an electrical symbol and immediately provide the corresponding SMCP safety phrase.

This gamification effectively mimics the "Cognitive load" experienced during a real shipboard emergency, where an ETO must think technically and speak professionally simultaneously. Furthermore, the use of role-play conflict scenarios – where a "Bridge Officer" gives an unsafe instruction – trains the student to use the Advice marker to politely but firmly correct a superior using standardized language. To enhance immersion, these tests can incorporate Virtual Reality, placing the student in a 360-degree digital engine room where they must "vocalize" their actions to progress through the mission.

The strategy also includes "Speed-reading" exercises of digital switchboard displays, requiring students to implement raw data into SMCP reports in under five seconds. By rewarding "Linguistic resilience," KSMA ensures that students do not "freeze" when faced with aggressive or non-standard communication from multinational crews. This approach also allows for peer-review, as students act as "Referees" who flag "Slang" or "Vague" terminology during their classmates' turns.

Essentially, these gamified stress-tests prove to the students that SMCP is not a dry academic requirement, but a high-performance "operating system" for their professional lives. By the end of the course, the goal is for the standardized phrases to become a "muscle memory" response, regardless of the chaos surrounding them.

Furthermore, Kherson State Maritime Academy addresses the "Intergenerational Gap" by showing how modern integrated bridge systems require more, but not less, standardized verbal confirmation from the ETO to verify what the sensors are displaying. By analyzing the "Human element" reports from organizations like the MAIB or NTSB, students see that even the most brilliant engineer is a liability if they cannot use the marker "Warning" to stop a dangerous maneuver during a power surge.

To bridge the gap between theory and practice, KSMA also utilizes peer-to-peer monitoring, where senior students evaluate juniors on their "Standard speech" during annual high-voltage safety certifications. This creates a culture of "Professional communication" that persists outside the English classroom and into the mechanical workshops. Teachers may also leverage digital audio workstations to record students' own drills, allowing them to hear their own hesitations and "fillers" (like "uh" or "maybe") which could be fatal in a smoke-filled engine room.

Ultimately, the solution is to frame SMCP as a critical system component, there is no different from a

circuit breaker or a transformer, that must be maintained for the ship to remain seaworthy. This psychological reframing ensures that students at KSMA don't just learn Maritime English; they weaponize it as a tool for safety, reliability, and professional excellence in the global maritime industry.

Conclusion. For the Electrical-Engineering students at Kherson State Maritime Academy, SMCP is more than a regulatory requirement; it is a technical tool. SMCP is not a mere regulatory hurdle to be cleared, but a sophisticated technical tool as essential as a multimeter or an oscilloscope. By deeply integrating these standardized phrases into the high-stakes context of high-voltage systems, automated control loops, and power management protocols, KSMA ensures its graduates emerge as more than just technically proficient engineers. They become elite communicators, capable of maintaining the "linguistic integrity" of a vessel during the most harrowing operational crises. This mastery of standardized language serves as a vital safeguard against the "human element" errors that continue to plague the maritime industry, particularly in the complex interface between the Bridge and the Engine Room.

Basically, this specialized training transforms the Electrical-Technical Officer from a solitary technician into a proactive safety officer who can navigate the nuances of a multinational crew with precision and authority. As vessels move toward increased autonomy and "smart" electrification, the ability to verbalize digital anomalies through the framework of SMCP will be the hallmark of a KSMA-trained officer. The Academy's commitment to this evolved curriculum effectively bridges the gap between theoretical Maritime English and the live, energized environment of the maritime electrical grid. Graduates leave the academy equipped with "communicative resilience," ensuring they can direct emergency operations and coordinate routine maintenance with equal clarity. SMCP phrases give officers extra knowledge to prioritize safety through the power of standardized speech.

In the final analysis, the integration of SMCP into the EE curriculum is an investment in the vessel's reliability and the crew's lives. It ensures that when a critical failure occurs, the response is not a chaotic exchange of "vague" terms, but a disciplined, standardized sequence of information, instruction, and action. By redefining the ETO's role as a communicator, KSMA is setting a new global standard for maritime excellence in the 21st century.

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ВІДОМОСТІ ПРО АВТОРА

ТИМОЩУК Юлія – старший викладач кафедри англійської мови в судновій енергетиці Херсонської державної морської академії.

Наукові інтереси: роль цифрових інструментів та їх вплив на розвиток комунікативних навичок у навчанні морської англійської мови.

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Scientific interests: the impact of digital tools to enhance communication skills for teaching maritime English.

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ФОРМУВАННЯ НАВИЧОК ЕМОТИВНОГО МОНОЛОГІЧНОГО МОВЛЕННЯ АНГЛІЙСЬКОЮ МОВОЮ У ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

Знання іноземної мови на даний час є необхідною умовою професійної підготовки сучасного фахівця, оскільки забезпечує можливість міжкультурної комунікації, професійної мобільності та доступу до міжнародного наукового простору. За таких умов особливого значення набуває здатність до ефективного іншомовного спілкування, невід'ємною складовою якого є сформованість емотивного монологічного мовлення, що дозволяє адекватно передавати не лише зміст, а й емоційно-оцінне ставлення мовця. Емотивна (емоційна) компетентність, виступаючи ключовим компонентом комунікативної компетентності, набуває зростаючого значення, оскільки усвідомлення ролі емоційного стану у формуванні поведінки особистості забезпечує здатність до побудови монологічного висловлювання, насиченого почуттями, оцінними судженнями та емоційно забарвленою лексикою.

Проблематика дослідження полягає у необхідності теоретичного обґрунтування та ефективного формування навичок емотивного монологічного мовлення англійською мовою у здобувачів освіти за умов недостатньої уваги до цього аспекту в сучасній освітній практиці.

Метою статті є визначення сутності емотивного монологічного мовлення та обґрунтування доцільності використання комплексу вправ для формування навичок емотивного монологічного мовлення англійською мовою у здобувачів вищої освіти.