

PSYCHOLOGICAL TRAINING OF SEAFARERS: COMMUNICATIONAL MEANING OF THEIR PHILOSOPHIC CONCEPTS

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Abstract

The article raises the problem of seafarers' psychological training. While focusing the problem on the upbringing of communicative abilities, the article studies the concrete philosophical concepts of future seafarers, based on ethnical, ethical, religious and political attitudes systems. It makes a conceptual differentiation of person's communicational position and his attitudes in the context of the level of the internalization of values. The study verifies students' communicational position and their philosophical concepts on the basis of the results of empirical researches. It works also on enlightening the correlation, which exists between students' communicational position and their philosophical concepts. The article gives a model of psychological strategy for correctional upbringing of future seafarers' communicational abilities as well.

KEY WORDS: psychological training of seafarers, communicational position, philosophical concepts, nationality, ethics, religion, politics.

Anotacija

Straipsnyje keliama psichologinio jūrininkų rengimo problema, susitelkiama ties komunikacinių jų gebėjimų ugdymu, remiantis etninių, etinių, religinių, politinių nuostatų sistemą apibūdinančiomis filosofinėmis būsimų jūrininkų nuostatomis; konceptualiai atskiriamos komunikacinės asmens pozicijos ir asmens nuostatų apraiškos vertybių internalizacijos lygmenų kontekste; remiantis empirinių tyrimų rezultatais, nustatomi komunikacinės studentų pozicijos ir filosofinių jų nuostatų būklės parametrai; atskleidžiamos komunikacinės studentų pozicijos ir jų nuostatų koreliacijos; pateikiamas psichologinės komunikacinių būsimų jūrininkų gebėjimų korekcinio ugdymo strategijos modelis.

PAGRINDINIAI ŽODŽIAI: psichologinis jūrininkų rengimas, komunikacinė pozicija, filosofinės nuostatos, tautybė, etika, religija, politika.

Introduction

There are communicational problems of seafarers in multicultural, religious, mentality, tolerance, work, family and other aspects of their live at scientific level raised and optimal decisions methodic and technologies modeled by T. Q. D. Andres (1991), R. Petrauskaitė (1997), E. Kavėci, T. Lane, H. Sampson (2001, 2003); J. Horck (2001, 2002, 2004) etc., especially scientists of World maritime university, researchers of maritime studies process. However the context of their conceptual and empirical data not implicate nowadays condition of future seafarer's communicational position in context of their philosophical concepts in Lithuania.

The importance of scientific research on philosophical concepts is determined by the problems that the scientists and seafarers raise. The phenomenon of such kind of problems is more evident in the conditions of globalization. All this gives even more

importance to the exploring of constructive common work options, while the seafarers having a different ethnical, ethical, religious or political attitudes and a different educational level and social maturity are living and working together on board. Some communicational problems are already raised during the period of seafaring students' practice on foreign companies' ships.

There is a lack of European seafarers in the countries of European Union; it's natural to see it develops a multicultural environment in seafarers' work, which requires from the seafarers, the ability for adequate communication and cooperation. Already in usual co-working conditions it's impossible to avoid some elementary tension in communication. Specifically, isolated work conditions aboard the ship causes the communication to become more complicated among the seafarers who have graduated in seafarers' institutes of different levels of science and culture, especially when everyone concentrates only on himself and his own needs. On the one hand it makes more difficult to manage the communicational and motivational processes in ship's crew, and on the other hand it harder to guarantee the prevention of conflicts and their constructive solution as well. The priority in psychological seafarers' training should be given to the dimension of their acculturation and the upbringing of communicative abilities. This point should be actualized and realized by help of social and humanitarian sciences.

The future seafarers are different in *ethnical* (Lithuanian, Byelorussian, Ukrainian etc.), *ethical* (often with stereotypical approach towards work, family, woman etc.), *religious* (Christians, Muslims, atheists with their specific approach towards others), *political* (ideological dependence on state, which is not necessary the same in which the person is a citizen) aspects. The future seafarers have some positions on values, concepts and philosophy of life at the beginning of their studies. There are positive attitudes for development of constructive relations; usually the future seafarers manifest some positions, self-comprehension and the understanding of other. Such positions, which may become as communicational barriers, should be competently corrected during the philosophical, psychological, ethical and other lectures. It is necessary to help the students build up themselves a *tolerant* worldview, develop constructive relations while being intelligently tolerant towards the persons who have a different approach to life. It is also actual task of upbringing the seafarers' *creational* attitudes, because principal skills help to take an adequate position in untraditional or extreme situations in the sea.

It is clear that only help of the empirical research on the future seafarers' specific philosophical – that is ethnical, ethical, religious and political – attitudes and after having evaluated their communicational significance, the strategy for the correctional upbringing of students' communicational position may be reasonably formed. The realization of such strategy may help in current social life and educational institutes' conditions the future seafarers to mature and to strengthen their *psychological immunity* towards eventual ethnical, religious or political discrimination in the ship, because there are the differences in social maturity, educational and cultural level of crew members.

The objective of the study – the research on the specifics of ethnical, ethical, religious and political attitudes of future seafarers and the evaluation of their communicational significance, are seeking to optimize the correctional upbringing of students' communicational abilities in present conditions.

The tasks of the study:

- A conceptual differentiation between the elements of person's communicational position and his ethnical, ethical, religious and political attitudes, is seeking to identify their manifestations in the context of the theory of the internalization of values;
- Determination of parameters of the future seafarers' communicational position and correlations between these parameters and their ethnical, ethical, religious and political attitudes;
- Delineation of psychological strategy for correctional upbringing of future seafarers' communicational abilities.

The study's type – empirical-ascertainable, quantitative-correlative.

The methods of research: comparative analysis of scientific literature, questioning, statistical empirical database analysis and interpretation, classification, systemization; the delineation of the psychological strategy for correctional upbringing of future seafarers' communicational abilities and synthesis.

Epistemological basis of the research is composed by:

- STCW-95 (*International Convention on Standards of Training, Certification and Watchkeeping for Seafarers*, 1995) and ISM Code (*International Safety Management Code*). This set of laws seeks a major guarantee of shipping security, which is conditioned by the specific seafarer's training, while a positive philosophical position, the understanding of social psychology, a big range of objects of interest, the fostering of personal culture determine a generally better professional preparation of a seafarer, his positive positions, capacity of assuming responsibility for himself, for others and for the machinery (Hofstede, 1997; Paulauskas, 2000);
- The educational philosophies – the systems of humanism, existentialism and phenomenology – which: emphasize the human personality, the autonomy of a person and the liberty in taking decision on values which are found in the community, regarding the critical thinking and the evaluation of political and economical structures (Bitinas, 2000); indicate that the human perseverance in complicated conditions of life and work is determined not by the difficulties level, but by the philosophical positions on human existence and taking care of oneself and of others.

Definition of the concepts:

- *Communication* is generally understanding like the system of human relations, which implicate philosophical concepts, values, symbols; social perception; interaction; transaction;
- *Attitude* is preparedness for specific reaction to some influence in the situation;

- *Philosophical concepts* are interpreted like person's preparedness for communication with each others on spirit phenomenon's level of worldviews, ideology, ethics, nationality, religion, politics;
- *Stereotype* is a simple and often tendentious image of social phenomena and their evaluation;
- *Religious relativism* is a principle, which insisted on equality of all religions;
- *Ethno-cultural relativism* is a principle, which insists on equality of all ethno-cultures (Psichologijos žodynas, 1993; Harris, 1998).

1. Manifestations of person's communicational position and his philosophical concepts

For a conceptual differentiation between the elements of person's communicational position and his ethncultural, ethical, religious and political attitudes, is seeking to identify their manifestations in the context of the theory of the internalization of values, foremost must be highlighted relative main existential segments of person's expression of his living and working world:

- *Ethncultural* segments as ethncultural stereotypes, which do not respect the ethncultural relativism;
- *Ethical* segments as traditional normative of *what permitted* and *not permitted*;
- *Religious* segments as religious stereotypes, which do not respect religious relativism;
- *Political* segments as ideological representation of certain nation's political system (Anzenbacher, 1992).

Based on V. Aramavičiūtė's moral position conception, which directly relates with communication in regard to communication quality, a conceptual differentiation of person's communicational position and his ethncultural, ethical, religious and political attitudes is given. It is seeking to identify attitudes manifestations in the context of the theory of values internalization.

The moral position conception implies an integrated complex of cognitive, emotional and practical levels. The complexes are including:

- Knowledge.
- View.
- Emotional experience.
- Search.
- Real behavior (Aramavičiūtė, 2005).

Making a slight digression it is significant to take notice that the task of professional training of seafarer's competences requires the systemic attitude, which helps by formatting different competencies not to eliminate the formation of main competences of personality abundance and human responsibility. Otherwise, such problems are rise as:

(1) Over-evaluation of didactics and training standard formal procedures in regard to science of upbringing, as a result, entire outlook of high science conception essence and completeness is being lost;

(2) Usually only after the crises or society powerful shocks (assassination, suicide of students etc.) the significance of person's acculturation and free discursive search, are seeking to optimize the upbringing processes, is actualized partially too late. Person's acculturation in view of UNESCO and generally of pedagogics in the XXIst century is supposed to be a permanent process in continual transformation of working conditions.

Solution direction of academic youths' socialization problems is classic: the representatives of all, especially social and humanitarian sciences could creatively and independently from valid standards develop their teaching role on the base of not single education, but of upbringing too. It is significant to study the situation regularly, to cooperate with each another and with representatives of other branches of science more actively; all sings consider it is seeking to help students secure their *psychosocial balance*. Furthermore, care of personal self-development and acculturation of youths is a part of natural vocation of all society members, who are socially mature.

The components of moral position as the psychological mechanism of upbringing of communicational abilities are transformed into:

- Communicational knowledge.
- Position assumed towards ontological significance, view of communication.
- Emotional experiences.
- The search of contact and communication.
- Quality of real behavior during communication.

The components of moral position as levels of the internalization of philosophical concepts – values – are concretized into:

- Understanding of person's ethnical, ethical, religious and political attitudes.
- The view of these attitudes.
- The emotional experiences.
- The search of understanding of ethnical, ethical, religious and political attitudes.
- A real behavior in the context of these attitudes.

Levels of communicational position and philosophical concepts are supposed to be the basis for the instrument of research – questionnaire, by means of which were determinate the communicational position of the future seafarers and correlations with their ethnical, ethical, religious and political attitudes.

In regard to local specifics of communicational meaning of maritime students' philosophic concepts, 120 students of Lithuanian maritime college were asked questions in written quiz. In methodological view, the representativeness of small number of participants in scientific research may be supposed to be sufficient, when the purpose is to research empirically the situation of the object under research in concrete range of space and time. Furthermore, when the research is accomplished regarding point

and all principles, the results may be held of high reliability, so the research of 30 respondents' position is representative too (Charles, 1999). Therefore the span of 120 respondents for research of future seafarers' communicational position and their philosophical concepts is held representative.

- Person's position in the research is universally interpreted as the complex of:
- Knowledge, view, emotional experiences, search, real behavior dimensions as levels and ranks of person's position.
- Evaluation of person's tolerance.

Evaluation criteria-levels of future seafarers' communicational position and their philosophical concepts:

- *Very high* – the respondents value their position very well.
- *High* – the respondents value their position well.
- *Middle* – the respondents value their position sufficiently.
- *Low* – the respondents value their position bad.
- *Very low* – the respondents value their position very bad.

Adequacy parameter of evaluation quality is *rational tolerance*.

The data of empirical research was processed by the Statistical Package of Social Sciences (SPSS 12.0 / Windows) and may be applied only to the chosen population of research participants.

2. Condition of future seafarers' communicational position and their philosophical concepts

By means of diagnostic section communicational position of future seafarers are determined as follows: the majority of them valued their communicational position especially positively in levels of communicational knowledge, position assumed towards ontological significance – view of communication and the search of communication (table 1).

Table 1

Condition of future seafarers' communicational position

Nr.	Dimensions of communicational position	Repartition of respondents' communicational position in levels (%)				
		<i>Very high</i>	<i>High</i>	<i>Middle</i>	<i>Low</i>	<i>Very low</i>
1.	Communicational knowledge	57	42	1	–	–
2.	The view of communication	30	45	20	5	–
3.	Emotional experiences	17	52	18	13	–
4.	The search of communication	38	55	5	2	–
5.	A real behavior during communication	10	23	8	38	20

Somewhat less respondents positively valued dimension of emotional experiences during communication. But more than a half of respondents express negative communicational position towards real behavior (low level – 38%, very low level – 20%). Thus, it is possible to assert that students know about person’s communicational position, they have positive view of this position, during communication they experience positive emotions, they search of communication, but they need to improve quality of their tolerant behavior during communication.

Future seafarers’ ethical attitudes are repartitioned in levels shown in the table 2.

Table 2

Condition of future seafarers’ ethical attitudes

Nr.	Dimensions of ethical attitudes	Repartition of respondents’ position of ethical attitudes in levels (%)				
		<i>Very high</i>	<i>High</i>	<i>Middle</i>	<i>Low</i>	<i>Very low</i>
1.	Understanding of ethical attitudes	100	–	–	–	–
2.	View of ethical attitudes	47	38	2	10	3
3.	Emotional experiences of ethical attitudes	5	7	20	47	22
4.	The search of understanding of ethical attitudes	18	48	15	17	–
5.	Real behavior in regard to ethical attitudes	65	23	2	10	–

During the research of ethical attitudes levels has been determined that majority of students valued the dimension of their ethical attitudes especially positively in levels: understanding of ethical attitudes, view of them, the search of understanding of ethical attitudes and real behavior in regard to ethical attitudes. But it determined that almost a half of respondents (47%) valued their emotional experiences in view of other person’s nationality negatively. First of all it is possible to think that such attitudes had been historically formed because of national stereotypes and unacquired cultural relativism notion. Thus, in prospect of these aspects of ethical attitudes the task of improvement of future seafarers’ tolerance should be regarded as very essential.

By means of diagnostic section students’ ethical attitudes are determined as follows: the majority of students valued their ethical position positively in levels: understanding of ethical attitudes, view of them, the search of understanding of ethical attitudes, real ethical behavior (table 3).

More than one third (37%) of respondents do not experience positive emotions during communication in regard to moral position of another person because they often fail to find a virtuous, honest, responsible person and fail to find such aspects in their own behavior. Thus, actual dimension of students’ correctional upbringing consists of

philosophic, psychological, especially logotherapical, emotionally valuable signifying of realization of future seafarers' ethical attitudes during communication.

Maritime students' religious attitudes are repartitioned in levels shown in the table 4.

Table 3

Condition of future seafarers' ethical attitudes

Nr.	Dimensions of ethical attitudes	Repartition of respondents' position of ethical attitudes in levels (%)				
		<i>Very high</i>	<i>High</i>	<i>Middle</i>	<i>Low</i>	<i>Very low</i>
1.	Understanding of ethical attitudes	15	53	28	3	1
2.	View of ethical attitudes	28	53	15	3	1
3.	Emotional experiences	12	27	37	17	8
4.	The search of understanding of ethical attitudes	3	47	42	7	1
5.	Real ethical behavior	30	35	25	10	–

Table 4

Condition of future seafarers' religious attitudes

Nr.	Dimensions of religious attitudes	Repartition of respondents' position of religious attitudes in levels (%)				
		<i>Very high</i>	<i>High</i>	<i>Middle</i>	<i>Low</i>	<i>Very low</i>
1.	Understanding of religious attitudes	23	57	12	7	1
2.	View of religious attitudes	30	47	15	7	1
3.	Emotional experiences of religious attitudes	40	45	13	2	–
4.	The search of understanding of religious attitudes	8	48	33	8	3
5.	Real behavior in regard to religious attitudes	30	35	25	10	–

By means of diagnostic section students' religious attitudes are determined as follows: the majority of them valued their religious position very well in levels: understanding of religious attitudes, view of them and emotional experiences of religious attitudes.

Somewhat less respondents maintain that they tolerantly communicate with people of certain religious attitudes. Smaller part of research participants are interested in personal religious position. Thus, in secularizational epoch it is advisable to actualize the task of upbringing of person's holistic cognition in the context of demand in open society to be able to understand another. In order to assist future seafarers to conceive better the essence and significance of religion in upbringing level (it is determined that knowledge

about religion it is not very high of students majority) and to learn to communicate in spirit of religious relativism and rational tolerating other personal attitudes.

By means of diagnostic section students' political attitudes are determined as follows: somewhat more than a half of respondents valued the dimension of their political attitudes positively in levels: understanding of political attitudes, view of them, real behavior in regard to political attitudes (table 5).

Table 5

Condition of future seafarers' political attitudes

Nr.	Dimensions of political attitudes	Repartition of respondents' position of political attitudes in levels (%)				
		<i>Very high</i>	<i>High</i>	<i>Middle</i>	<i>Low</i>	<i>Very low</i>
1.	Understanding of political attitudes	15	58	7	18	2
2.	View of political attitudes	18	63	12	2	5
3.	Emotional experiences	2	7	18	48	25
4.	The search of understanding of political attitudes	8	47	8	30	7
5.	Real behavior in regard to political attitudes	30	35	25	10	–

Research participants valued dimensions of their emotional experiences and the search of understanding of political attitudes worse. It was determined that political position of students is of lower level than ethnical, ethical, religious positions. Thus, there is a need to solve complicated problems of future seafarers' communication and to actualize their comprehensive studies of political philosophy and political society and to assist students in studying politics, political tolerance, perceiving the essence of political position in the context of nation's political system and communicational expression.

3. Correlations of future seafarers' communicational position and their philosophical concepts

While making research of future seafarers' communicational meaning of their philosophical concepts by *Spearman's rho* procedure were determined correlations between maritime students' communicational position and their ethnical, ethical, religious and political attitudes.

Correlations between students' ethnical attitudes and communicational position are giving in the table 6.

The research showed positive statistical significant correlation between respondents' search of understanding of ethnical attitudes and the view of communication ($r = 0,275$; $p < 0,01$), emotional experiences during communication ($r = 0,304$; $p < 0,01$), the search of communication ($r = 0,330$; $p < 0,01$). Weak correlation is be-

tween real behavior in regard to ethical attitudes and the view of communication ($r = 0,215$; $p < 0,05$). Thus, it is possible to assert that positive view to communication partner influence for more successful communication – this is indicated by the above meant behavior correlation. On other way, the very search of communication may influence positively on bigger interest in other person. It is noticeable that it is significant to assist future seafarers to perceive and experience the communicational essence of understanding of ethical attitudes and view of them in search of improvement communicational abilities of maritime students. Furthermore, it is of great significance to study deeper the knowledge of respondents about nationality level.

Table 6

Influence of future seafarers' ethical attitudes to their communicational position

Dimensions of ethical attitudes	Levels of personally communicational position				
	Communicational knowledge	The view of communication	Emotional experiences	The search of communication	A real behavior in regard to communication
Understanding of ethical attitudes	–	–	–	–	–
View of ethical attitudes	,000	–,113	–,006	–,118	,003
Emotional experiences of ethical attitudes	–,077	–,087	–,120	–,036	–,012
The search of understanding of ethical attitudes	,128	,275**	,304**	,330**	–,047
Real behavior in regard to ethical attitudes	,147	,215*	,061	,010	–,148

** Correlation is significant at the .01 level

* Correlation is significant at the .05 level

Correlations between students' ethical attitudes and communicational position are given in the table 7.

Positive statistical significant correlation was determined:

- Weak – between positive view of ethical attitudes and the view of communication ($r = 0,194$; $p < 0,05$), real ethical behavior ($r = 0,190$; $p < 0,05$); between positive emotional experiences and communicational knowledge ($r = 0,192$;

$p < 0,05$), a real behavior in regard to communication ($r = 0,206$; $p < 0,05$); between real ethical behavior and the search of communication ($r = 0,245$; $p < 0,01$);

- Mean – between above meant emotional experiences and the view of communication ($r = 0,348$; $p < 0,01$); between the search of understanding of ethical attitudes and the search of communication ($r = 0,262$; $p < 0,01$); between real ethical behavior and the view of communication ($r = 0,268$; $p < 0,01$).

Thus, positive view of ethics, emotional experiences; search, real ethical behavior may determine most of communicational position levels. Reliable positive correlation between understanding of ethical attitudes and the very communicational position was not discovered; it is advisable to actualize studies of demand and methodics of other person’s closer cognition.

Table 7

Influence of future seafarers’ ethical attitudes to their communicational position

Dimensions of ethical attitudes	Levels of personally communicational position				
	Communicational knowledge	The view of communication	Emotional experiences	The search of communication	A real behavior in regard to communication
Understanding of ethical attitudes	,059	,013	-,282**	,050	,083
View of ethical attitudes	,064	,194*	-,176	-,051	,190*
Emotional experiences	,192*	,348**	,075	,151	,206*
The search of understanding of ethical attitudes	-,136	,056	,059	,262**	,179
Real ethical behavior	,107	,268**	-,162	,245**	-,086

Correlations between students’ religious attitudes and communicational position are given in the table 8.

Positive statistically significant correlation was determined:

- Weak – between emotional experiences of religious attitudes and emotional experiences during communication ($r = 0,182$; $p < 0,05$); between the search of understanding of religious attitudes and a real behavior in regard to communication ($r = 0,185$; $p < 0,05$); between real behavior in regard to religious attitudes and the search of communication ($r = 0,245$; $p < 0,01$);
- Mean – between above meant behavior and the view of communication ($r = 0,268$; $p < 0,01$).

- These correlations indicate that an adequate religious position at least of a single level may determine at least a single level of positive communicational position. On other way, no reliable correlations were determined between understanding of religious attitudes, view of them and communicational position. Thus, it is significant to purvey to students modern information about religion and optimize the study of objective views towards person's religious position.

Table 8

Influence of future seafarers' religious attitudes to their communicational position

Dimensions of religious attitudes	Levels of personally communicational position				
	Communicational knowledge	The view of communication	Emotional experiences	The search of communication	A real behavior in regard to communication
Understanding of religious attitudes	,153	,060	-,110	,155	-,032
View of religious attitudes	-,036	,047	-,095	,108	-,113
Emotional experiences of religious attitudes	,077	,013	,182*	,141	-,005
The search of understanding of religious attitudes	,123	,069	,010	,027	,185*
Real behavior in regard to religious attitudes	,107	,268**	-,162	,245**	-,086

Correlations between students' political attitudes and communicational position are given in the table 9.

Positive statistical significant correlation was determined:

- Weak – between view of political attitudes and emotional experiences during communication ($r = 0,209$; $p < 0,05$); between emotional experiences in regard to political attitudes and a real behavior in regard to communication ($r = 0,204$; $p < 0,05$); between above meant behavior and the search of communication ($r = 0,245$; $p < 0,01$);
- Mean – between behavior and view in regard to communication ($r = 0,268$; $p < 0,01$); between view of political attitudes and the search of communication ($r = 0,340$; $p < 0,01$).

Results of research showed statistical unreliable correlations between understanding of political attitudes, search of it and communicational position. It is important to improve future seafarers' political knowledge and interest for political position.

Table 9

Influence of future seafarers' political attitudes to their communicational position

Dimensions of political attitudes	Levels of personally communicational position				
	Communicational knowledge	The view of communication	Emotional experiences	The search of communication	A real behavior in regard to communication
Understanding of political attitudes	,083	-,023	,123	,072	-,029
View of political attitudes	,121	,171	,209*	,340**	-,187
Emotional experiences	,108	,007	-,011	,050	,204*
The search of understanding of political attitudes	,144	,012	-,056	,093	,034
Real behavior in regard to political attitudes	,107	,268**	,162	,245**	-,086

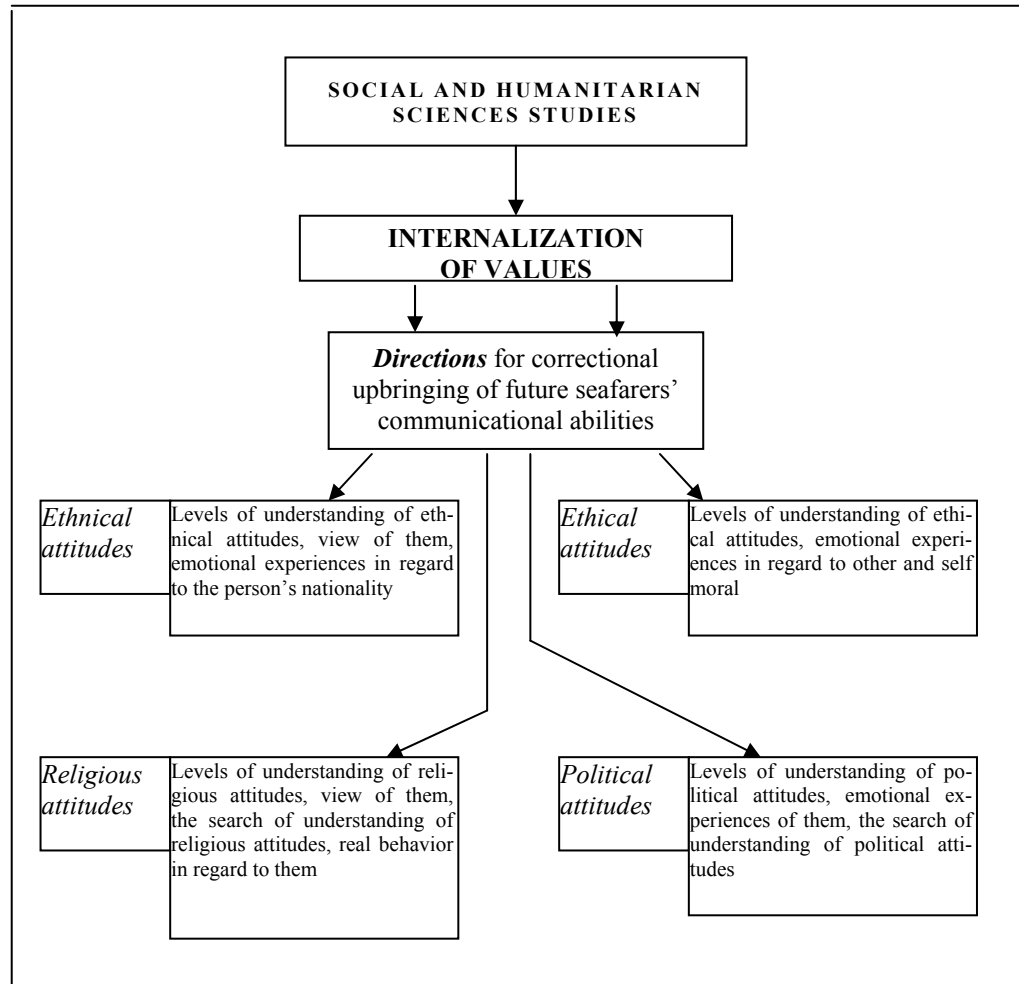
4. Psychological strategy for correctional upbringing of future seafarers' communicational abilities

Psychological strategy for correctional upbringing of future seafarers' communicational abilities may be modeled regarding the research results. Thus, it is advisable to differentiate empirical data as the research results into recommendative complex of ethnical, ethical, religious and political attitudes with communicational significance:

- Content of ethnical attitudes correctional upbringing should be orientate to the understanding of ethnical attitudes, view of them and emotional experiences in regard to the person's nationality.
- Content of ethical attitudes correctional upbringing should be orientate to understanding of ethical attitudes and emotional experiences in regard to other and self moral.
- Content of religious attitudes correctional upbringing should be orientate to understanding of religious attitudes, view of them, the search of understanding of religious attitudes and real behavior in regard of them.

- Content of political attitudes correctional upbringing should be orientate to understanding of political attitudes, emotional experiences of them and the search of understanding of political attitudes.

Complex of philosophical concepts is integrated into model for correctional upbringing of future seafarers' communicational abilities (Figure).



Model for correctional upbringing of future seafarers' communicational abilities

Marks of correctional upbringing of future seafarers' communicational abilities, given in the model, should be purposefully actualized as particular tasks of values internalization in cognitive, emotional, practice levels, especially in studies of social and

humanitarian sciences, emphasizing integration of ethnical, ethical, religious and political attitudes of maritime students.

Conclusions

1. For a conceptual differentiation between the elements of person's communicational position and his ethnical, ethical, religious and political attitudes, is seeking to identify their manifestations in the context of the theory of the internalization of values, foremost must be highlighted relative main existential segments of person's expression of his living and working world. The moral position conception implies an integrated complex of cognitive, emotional and practical levels. The complexes are including knowledge, view, emotional experience, search and real behavior. The components of moral position as the psychological mechanism of upbringing of communicational abilities are transformed into communicational knowledge, position assumed towards ontological significance, view of communication; emotional experiences, the search of contact and communication and quality of real behavior during communication. The components of moral position as levels of the internalization of philosophical concepts – values – are concretized into understanding of person's ethnical, ethical, religious and political attitudes; the view of these attitudes, the emotional experiences, the search of understanding of ethnical, ethical, religious, political attitudes and a real behavior in the context of these attitudes.
2. Somewhat less respondents positively valued dimension of emotional experiences during communication. But more than a half of respondents express negative communicational position towards real behavior. Majority of students valued the dimension of their ethnical attitudes especially positively in levels: understanding of ethnical attitudes, view of them, the search of understanding of ethnical attitudes and real behavior in regard to ethnical attitudes. But it determined that almost a half of respondents valued their emotional experiences in view of other person's nationality negatively. The majority of students valued their ethical position positively. More than one third of respondents do not experience positive emotions during communication in regard to moral position of another person. Smaller part of research participants are interested in personal religious position. More than a half of respondents valued the dimension of their political attitudes positively. Research participants valued dimensions of their emotional experiences and the search of understanding of political attitudes worse. It is possible to assert that positive view to communication partner influence for more successful communication. Positive view of ethics, emotional experiences; search, real ethical behavior may determine most of communicational position levels. An adequate religious position at least of a single level may determine at least a single level of positive communicational position. Results of research showed statistical unreliable correlations between understanding of political attitudes, search of it and communicational position.

3. Psychological strategy for correctional upbringing of future seafarers' communicational abilities may be modeled regarding the research results. Thus, it is advisable to differentiate empirical data as the research results into recommendative complex of ethnical, ethical, religious and political attitudes with communicational significance: content of ethnical attitudes correctional upbringing should be orientate to the understanding of ethnical attitudes, view of them and emotional experiences in regard to the person's nationality; content of ethical attitudes correctional upbringing should be orientate to understanding of ethical attitudes and emotional experiences in regard to other and self moral; content of religious attitudes correctional upbringing should be orientate to understanding of religious attitudes, view of them, the search of understanding of religious attitudes and real behavior in regard of them; content of political attitudes correctional upbringing should be orientate to understanding of political attitudes, emotional experiences of them and the search of understanding of political attitudes.

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PSICHOLOGINIS JŪRININKŲ RENGIMAS: KOMUNIKACINĖ FILOSOFINIŲ JŪ NUOSTATŲ REIKŠMĖ

Saulius Lileikis

Santrauka

Mokslinio filosofinių nuostatų tyrimo aktualumą lemia mokslininkų ir praktikų keliamos jūrininkų komunikacijos problemos, kurios ryškėja ir konstruktyvius darbo sprendimus aktualizuoja globalizacijos sąlygomis, kai laive drauge gyvena ir dirba skirtingas etnines, etines, religines ar politines nuostatas turintys skirtingo išsilavinimo (baigę jūrų mokslo ir bendrosios asmens kultūros, jūrinių technologijų valdymo ar vien tik pastarųjų studijas) ir socialinės brandos jūrininkai. Kai kurių komunikacinio-diskriminacinio pobūdžio problemų kyla jau mokomosios studentų praktikos užsienio kompanijų laivuose metu.

Kadangi Europos Sąjungos šalyse trūksta jūrininkų europiečių, natūraliai kuriasi multikultūrinė jūrininkų darbo aplinka, kai būtinas gebėjimas bendrauti, bendradarbiauti. Net ir bendraujant įprastomis bendrabūvio sąlygomis elementarios įtampos išvengti neįmanoma, o kai darbo sąlygos laive yra savitos, izoliacinės, bendravimas tarp skirtingo išsimokslinimo ir kultūros lygio jūrininkų komplikuojasi, ypač kai susitelkiama tik ties savo būtimi, savomis reikmėmis, laikomasi socialinių stereotipų. Tada sunkiau valdyti laivo įgulos komunikacinius ir motyvacinius procesus, vykdyti konfliktų prevenciją ir priimti konstruktyvius sprendimus. Todėl prioritėtinė psichologinio jūrininkų rengimo dimensija – jų kultūrinimas, komunikacinių gebėjimų ugdymas, kuris ypač akcentuojamas studijuojant socialinius ir humanitarinius dalykus.

Kadangi skiriasi etniniu (lietuviai, baltarusiai, ukrainiečiai ir kt.), etiniu (dažnai stereotipiniu savo požiūriu į darbą, šeimą, moterį ir kt.), religiniu (krikščionys, musulmonai, ateistai, turintys savitą požiūrį į kitus), politiniu (ideologinis priklausomumas valstybei, kuri nebūtinai yra ta, kurios pilietis yra asmuo) aspektais, būsimeji jūrininkai pradeda studijuoti jau turėdami tam tikras vertybines nuostatas, požiūrius, gyvenimo filosofiją. Tačiau palankių nuostatų konstruktyviems santykiams plėtoti kontekste jie paprastai nurodo ir tobulintinas nuostatas, kurias būtina socialiai įprasminti, taip pat keistiną požiūrį į save ir kitus. Nuostatas, kurios gali tapti barjeru bendraujant, tikslinga per filosofijos, psichologijos, etikos ir kitas paskaitas kryptingai koreguoti, padedant studentams ugdytis tolerantišką pasaulėžiūrą, plėtoti konstruktyvius santykius protingai toleruojant skirtingos gyvensenos individus. Kita vertus, būtina aktualizuoti jūrininko asmenybės kūrybiškumo gebėjimų, kurie pirmiausia padeda adekvačiai pasielgti netradicinėse ir nestandartinėse santykių situacijose jūroje, ugdymo uždavinį.

Tačiau tik empiriškai ištyrus būsimų jūrininkų filosofinių (etninių, etinių, religinių, politinių) nuostatų savitumą ir įvertinus komunikacinę jų reikšmę, galima pagrįstai modeliuoti psichologinę studentų bendravimo gebėjimų korekcinio ugdymo strategiją, kurios įgyvendinimas esamomis socialinio gyvenimo ir švietimo institucijų veiklos

sąlygomis padėtų būsimiems jūrininkams kryptingai tobulėti, stiprinti psichologinį savo imunitetą galimos etninės, religinės ar politinės diskriminacijos laive atveju, ugdytis socialinę brandą skirtingo įgulos narių išsilavinimo ir organizacinės kultūros lygmenų kontekste.

Tyrimo objektas – psichologinis jūrininkų rengimas. Pasirinktas objektas konkretinamas akcentuojant komunikacines etninių, etinių, religinių, politinių būsimų jūrininkų nuostatų reikšmes. Tyrimo tikslas – nustatyti etninių, etinių, religinių, politinių būsimų jūrininkų nuostatų savitumą, įvertinti komunikacinę jų reikšmę, siekiant optimizuoti korekcinį komunikacinių studentų gebėjimų ugdymą esamomis sąlygomis.

Tyrimo uždaviniai: konceptualiai atskirti komunikacinės asmens pozicijos ir etninių, etinių, religinių, politinių jų nuostatų reprezentantus, siekiant nustatyti jų apraiškas vertybių internalizacijos teorijos kontekste; nustatyti komunikacinės būsimų jūrininkų pozicijos ir etninių, etinių, religinių, politinių jų nuostatų būklės parametrus, jų koreliacijas; modeliuoti psichologinę būsimų jūrininkų bendravimo gebėjimų korekcinio ugdymo strategiją.

Tyrimo tipas – empirinis konstatuojamasis, kiekybinis-koreliacinis. Tyrimo metodai: komparatyvinė mokslinės literatūros analizė, anketavimas, statistinė empirinių duomenų analizė, jų interpretacija, klasifikavimas, sisteminimas; psichologinės komunikacinių būsimų jūrininkų gebėjimų korekcinio ugdymo strategijos modeliavimas, sintezė.

Epistemologinį tyrimo pagrindą sudaro šios metodologinės nuostatos:

- Tarptautinės jūrininkų mokymo, diplomavimo ir budėjimo normų konvencijos (*STCW-95: International Convention on Standards of Training, Certification and Watchkeeping for Seafarers*, 1995) ir Tarptautinio saugumo vadybos kodekso (*ISM Code: International Safety Management Code*) reglamentas: didinti laivybos saugumą, kurį lemia specialybinis jūrininko išsilavinimas; pozityvi jūrininko filosofija, socialinės psichologijos išmanymas, platus akiratis, vidinė kultūra lemia profesinį pasirengimą, teigiamą požiūrį, atsakomybę už save, kitus, techniką (Hofstede, 1997; Paulauskas, 2000).
- Ugdymo filosofijos – humanizmo, egzistencializmo, fenomenologijos – kryptys, kur akcentuojamas žmogaus personalizmas, asmenybės autonomiškumas, laisvas apsisprendimas bendruomenės vertybių požiūriu, remiamasi kritišku mąstymu, politinių ir ekonominių struktūrų vertinimu (Bitinas, 2000); nurodo, kad asmens ištvėrmę sudėtingomis gyvenimo ir darbo sąlygomis lemia ne jų sudėtingumas, o filosofinės žmogaus būties nuostatos, rūpinimosi savimi ir kitais raiška.

Remiantis V. Aramavičiūtės dorinės pozicijos koncepcija, kuri tiesiogiai siejasi su komunikacija kokybiškumo aspektu, galima kiekvieną etninę, etinę, religinę, politinę nuostatą atskleisti vertybių internalizacijos proceso – humanitarinių ir socialinių mokslų dalykų studijų aukštojoje mokykloje pagrindo – lygmenimis. Dorinės pozicijos koncepcijos komponentai kaip psichologinis komunikacinių asmens gebėjimų ug-

dymo mechanizmas tikslingai transformuotas į: [kognityviniu lygmeniu] žinias apie komunikaciją, bendravimo būdus ir kt.; požiūrį į ontologinę bendravimo su kitu prasme; [emociniu lygmeniu] emocinius išgyvenimus bendraujant; siekius bendrauti, bendradarbiauti; [praktiniu lygmeniu] realaus elgesio bendraujant kokybę.

Dorinės pozicijos komponentai, kaip filosofinių nuostatų – vertybių – internalizacijos lygmenys, sukonkretinti į asmens: žinias apie etninę, etinę, religinę, politinę asmens pozicijas; požiūrį į jas; emocinius išgyvenimus etninės, etinės, religinės, politinės asmens pozicijų aspektais; siekius jas pažinti, domėjimąsi jomis; realų elgesį etninės, etinės, religinės, politinės asmens pozicijų kontekste.

Atliekant tyrimą nustatytos šios komunikacinės būsimų jūrininkų pozicijos ir etninių, etinių, religinių, politinių jų nuostatų būklės tendencijos:

- apie bendravimą, etinę, religinę, politinę pozicijas studentai daugiau žino, bet mažiau kokybiškai bendrauja, patiria teigiamų emocinių išgyvenimų tautybės, doros, politinės pozicijos aspektais;
- mažiau domisi religine, politine asmens pozicijomis.

Komunikacinėms būsimų jūrininkų pozicijoms ir jų nuostatų koreliacijoms būdingi šie dėsningumai:

- bendrauti norintys studentai labiau domisi etninėmis, etinėmis, religinėmis partnerio nuostatomis;
- jiems nepavyksta savo žinių apie filosofines asmens nuostatas įgyvendinti praktiškai, t. y. sėkmingai bendrauti;
- studentai geriau jaučiasi bendraudami etninių, religinių, iš dalies politinių nuostatų pagrindu, prasčiau – etninių;
- netolerantiškas jų požiūris į etnines ir religines bendravimo partnerių pozicijas komunikacijos nepraturtina.

Psichologinę komunikacinių būsimų jūrininkų gebėjimų korekcinio ugdymo strategiją sudaro: žinios apie etninę, etinę, religinę, politinę asmens pozicijas; požiūriai į etninę, religinę pozicijas; emociniai išgyvenimai etninės, etinės, politinės asmens pozicijų aspektais; domėjimasis politine, religine pozicijomis; realaus elgesio religinės pozicijos požiūriu tobulinimas tolerancijos dvasia.