

Experimental Research of Effective “The Ship’s Captain and the Pilot” Interaction Formation by Means of Training Technologies

Estudio Experimental de la Formación de Interacción Efectiva “Capitán / Piloto” Mediante Tecnologías de Entrenamiento

Author¹ **POPOVYCH Ihor S.**

Author² **CHERNIAVSKYI Vasyl V.**

Author³ **DUDCHENKO Sergiy V.**

Author⁴ **ZINCHENKO Serhii M.**

Author⁵ **NOSOV Pavlo S.**

Author⁶ **YEVDOKIMOVA Olena O.**

Author⁷ **BURAK Oleksandr O.**

Author⁸ **MATEICHUK Vadym M.**

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¹ Doctor of Psychological Sciences, Full Professor of the Department of General and Social Psychology, Kherson State University, Kherson, Ukraine. Contact e-mail ihorpopovych999@gmail.com

² Doctor of Pedagogical Sciences, Full Professor, Rector of Kherson State Maritime Academy, Kherson, Ukraine

³ Deep Sea Captain, Centre Manager of Kherson Maritime Specialized Training Center at Kherson State Maritime Academy, Kherson, Ukraine

⁴ Ph. D., Senior Lecturer of Ship Handling Department, Head of the Laboratory of Electronic Simulators, Kherson State Maritime Academy, Ukraine

⁵ Ph. D., Associate Professor of the Navigation and Electronic Navigation Systems Department, Kherson State Maritime Academy, Kherson, Ukraine

⁶ Doctor of Psychological Sciences, Full Professor, Head of the Department of Sociology and Psychology, Kharkiv National University of Internal Affairs, Kharkiv, Ukraine

⁷ Deep Sea Navigator, Third Year Post Graduate, Head of Cargo Operation Laboratory of Ship Handling Department, Kherson State Maritime Academy, Kherson, Ukraine

⁸ Senior Lecturer, Head of the Laboratory of Electronic Simulators, Ship Handling Department, Kherson State Maritime Academy, Kherson, Ukraine

Abstract

The purpose of the experimental study is to form an effective “The Ship’s Captain / the Pilot” interaction that will ensure optimum maneuverability of the vessel, taking into account all threats, dangers and warnings. Positive trends in the studied parameters of the delegates (n=3) of the course “Master/Pilot Relationships on the bridge”: LEAp (t=.184; p> .05); AM (t=.074; p> .05), TC (t=.087; p> .05); I (t=.057; p> .05); SC (t=.074; p> .05) and PO (t=.035; p> .05) were established.

Key words

Sea security, pilotage, professional competences.

Resumen

El objetivo del estudio experimental es formar la interacción efectiva “Capitán / Piloto” que garantice la maniobrabilidad óptima de la embarcación, teniendo en cuenta todas las amenazas, peligros y advertencias. Se ha establecido tendencias positivas de los parámetros estudiados de los delegados(n=3) del curso “Relaciones Maestro / Piloto en el puente”: NAE_p (t=.184; p> .05); ME (t=.074; p> .05), CT (t=.087; p> .05); I (t=.057; p> .05); AC (t=.074; p> .05) and SP (t=.035; p> .05).

Palabras clave

Seguridad marítima, pilotaje, competencias profesionales.

1. Introduction

In recent decades, sea security has become a key issue in the maritime industry. The globalizations of the world space, the vector offset of maritime trade into Asia are stimulating the world community to pay close attention to the state of sea security. The key to reducing the accident rates of maritime transport and conserving human resources is a high quality training, retraining and advanced training of marine personnel. Recently, more and more attention is being paid to the development of automated (Ben at al., 2019; Nosov et al., 2019a, 2019b) and automatic (Zinchenko et al., 2019a, 2019b, 2019c) vessel traffic management systems and their means of practicing.

Ukraine is a maritime state that provides marine world companies with qualified specialists. The safety and security at sea of its citizens is a priority of public policy. The world community is taking prudent steps in this direction. A diplomatic conference on sea security was held in London in 2013. Conference delegates adopted new principles for the current “International Convention for the Safety of Life at Sea” (SOLAS) (1974-2012) to enhance maritime safety.

A number of effective measures allowed continuing the qualitative work on forming a culture of international interaction. The key objective is to establish coordination between

ships and port facilities to establish and prevent acts that pose a threat in the maritime transport sector. International forums on these issues are held regularly in all maritime countries. In particular, International scientific conference “Life Safety in Transport and Production – Education, Science, Practice”, Kherson, September 2019; international scientific conference on the memory of Professors Yu. Fomin and V. Semenov (FS-2019), April 24-28, 2019, Odesa – Istanbul – Odesa and other conferences have addressed a number of relevant sea security issues.

Let us look at the interconnection between the quality of the interaction and the security of the watch on the ship. Especially, during navigational tasks and maneuvers, it is possible to form steady interactions between watch members. It is proven that such interaction depends on the level of experience and qualification. It is experimentally established that such interactions violate the rules of watch and localize the formed groups from other ship handlers. In order to prevent adverse effects, researchers have proposed and tested software tools to identify local entities that adversely affect ship management tasks. (Nosov et al., 2019b).

The safety of the ship and its personnel is always the responsibility of the captain. The exception may be the “forced” pilotage. The pilot, who arrives on board in such critical (stressful) situations, becomes responsible for the pilotage. At the same time, it is stated that responsibility for safe navigation of the vessel and personnel is NOT transferred to the pilot.

A key duty of the pilot is the ability and power to maneuver the ship so that the local special features hazards, rules and various warnings that were in the area of pilotage become apparent to the captain. Good pilot’s performances of his duties should help to avoid dangers. Ex facte, this is how it works, but in part, the “interpersonal effect” or “human factor” (in the aforementioned situation) is crucial.

Undoubtedly, the professional training of the captain and the pilot are important. In such training “hard skills” competencies are important, but in the delineated situation studied “soft skills” competencies are sometimes conclusive. Effective interaction and constructive communication are able to provide the optimum result, if the professional level of its participants is acceptable.

By effective “The Ship’s Captain / the Pilot” interaction we mean pilotage that provides optimum maneuverability for the ship, taking into account all threats, dangers and warnings that are known to the pilot and which are objectively transmitted and properly received and taken into consideration by the captain without any loss.

Hypothesis. We assume that the proposed psychodiagnostic set of parameters will relevantly reflect the subject of the study; application of the study results will allow operationalizing and increasing the efficiency of regular “Master/Pilot Relationships on the bridge” courses.

Purpose. To research experimentally psychological meaningful features of effective “The Ship’s Captain / the Pilot” interpersonal interaction formation by means of training technologies “Master/Pilot Relationships on the bridge”.

2. Methodology

The methodological basis of the empirical study was a set of measures that are able to ensure the effective exchange of necessary information between the pilot and the captain. In the scientific and educational works on “organization of the bridge” the attention is paid to the importance of high-quality information exchange (Ben et al., 2019; Nosov et al., 2019a et al.). After every maritime accident associated with pilotage, the cost of which is human lives and material and environmental damage, there is an increased focus on quality “The Ship’s Captain / the Pilot” interaction.

Here are some of the biggest tanker accidents: “Exxon Valdez”, 1989, Alaska (USA); “Sea Empress”, 1996, Milford Haven (England); “Nassia”, 1994, Bosphorus Strait (Turkey); “Erika”, 1999, France; “Prestige” 2002, Spain and others. In order to avoid such and similar situations, it is necessary to work on the formation of international interaction culture at sea and to follow the recommendations of the “Bridge Procedures Guide” (1998) and “Bridge Team” (2008), which provide a list of stages of information exchange in the studied “The Ship’s Captain / the Pilot” interaction. The first stage is before the ship approaches the port (passing a complex section of the sea) – “Pre-Arrival Information Exchange with the Pilot”. The next stage is after the pilot arrives on the bridge – “Master/Pilot Information Exchange on boarding”. The third (an important) stage in the process of pilotage is – “Master/Pilot Relationships on the bridge”.

We see the most important task of the generated research methodology in a qualitatively designed study subject. This, in turn, will allow us to select the relevant complex of psychological meaningful parameters of “The Ship’s Captain / the Pilot” interpersonal interaction. We understand that the problem of “interpersonal interaction” is multidisciplinary: managerial, psychological, and philosophical. The cross-cultural nature of

such interaction should not be overlooked, since the application for pilotage in a timely and qualitative manner does not aim to take into account and cannot take into consideration the interethnic, intercultural and other differences of the participants of “The Ship’s Captain / the Pilot” interaction.

Priority is given to the selection of meaningful psychological parameters that are relevant and original scientific units of “The Ship’s Captain / the Pilot” interaction study. We have applied standardized validated test methods with a high degree of retest reliability. In our opinion, the list of methods selected allows us to optimally delineate the semantic nature of the phenomenon under study. In constructing the logic of the experimental study, we have started from the fact that the phenomenon under study is an integral set of empirical characteristics. This complex has the ability to delineate person’s mental activity and to influence the process and outcome of personality’s activity (Izard, 1991). The proposed methodology and logic of the experimental study allowed us to approach the creation of an “empirical picture” of the research.

2.1. Participants

The participants of the experimental research were delegates – three persons: captain – 1; chief officer – 2. Delegates underwent advanced training in the program “Master/Pilot Relationships on the bridge” in October 2019. The experimental base was in Kherson State Maritime Academy (KSMA), Ukraine. The average age of the sample population is 46.33 years, all – male.

2.2. Organization of Research

An empirical ascertaining section was made before the course. The “Master/Pilot Relationships on the bridge” course lasted five training days, with a total of one ECTS (European Credit Transfer and Accumulation System) credit. The training organizers planned it in such a way that, besides the participants, a leader, a dispatcher, two instructors and a pilot were involved. The training organizers planned it in such a way that, besides the participants, a leader, a dispatcher, two instructors and a pilot were involved. The trainers monitored the delegates’ training process, took notes, and gave feedback during the break between assignments and after completion. After completing the course, the instructors made an expert evaluation of the class delegates on a special letterhead of Company “Marlow Navigation Ukraine”. The control section was made after the course. We have obtained prior permission from the Higher Education Institution (KSMA) administration to conduct the study.

2.3. Procedures and Instruments

The determined object and subject of the study, the established methodological basis prompted us to choose methods that will allow us to qualitatively reveal the effectiveness of “The Ship’s Captain / the Pilot” interaction. Let’s submit test methods. The questionnaire “Level of Social Expectations” (“LSE”) (Popovych, 2019b) allowed us to establish the expected self-regulatory capacity of the participants of training. According to this method, we define four groups of motives: “motivational core of the personality”, “achievement of difficult goals”, “predicted evaluation of the subject's activity” and “responsible activity”.

In two methods the responses were evaluated by means of the bipolar semantic differential scale, its value was within the range of -3 (absolutely disagree) and +3 (absolutely agree). Coping-test “Way of Coping Questionnaire” (“WCQ”) (Lazarus & Folkman, 1984; adapted by Kriukova & Kuftiak, 2007) was used to determine coping-strategies – eight ways to overcome challenges in different areas of mental activity.

Here are the coping-strategies that determine the success of training: confrontation, distantiating, self-control, seeking social support, accepting responsibility, avoidance, planning to solve a problem, positive reestimation. In this method, the responses were evaluated by an unipolar semantic differential scale, which values ranged from 0 (never) to 3 (often).

The indexes of reliability, obtained by means of Cronbach’s alpha, were: $\alpha_{LSE} = .721$; $\alpha_{LAP} = .831$; $\alpha_{WSQ} = .818$). The methods “Expected Situation” (“ES”) (Popovych, 2019) and “Realization of Expectations” (“RE”) (Popovych, 2019) were used to determine the characteristics of social expectations: internality, externality, activeness, passiveness, openness, closeness, adequacy and inadequacy. The dichotomous scale was used, Cronbach’s alpha was $\alpha = .732$. The indexes of reliability of the methods used and the tests of Cronbach’s alpha were within sufficient .7 and high .9 levels.

2.4. Statistical Analysis

Statistical analysis was performed by programs “SPSS” v. 23.0 and MS “Excel”. Correlations are established using the Spearman’s rank correlation coefficient (r_s). Arithmetic mean value of parameters (M) and mean-square deviation (SD) were calculated. The normal distribution is determined by the Kolmogorov-Smirnov criterion k.

The differences between the diagnostic sections of the ascertaining and control stages were established using the Student’s t-test.

3. Results

3.1. Psychodiagnostics of the ascertaining stage of the research of “The Ship’s Captain and the Pilot” interaction effectiveness

Frequency characteristics were measured using the arithmetic mean (M) and mean-square deviation (SD) scales. At the beginning of psychodiagnostics, using “Expected Situation” and “Realization of Expectations” and using a coding matrix, it is established that the expected regulatory capacity of the participants of training has the following values of properties: openness – within .85-1.00; internality – within .85-.90; activeness – within .90-1.00; adequacy is within the range of .10-.20, which are presented in Tabl. 1.

Table 1
Frequency characteristics of properties by methods
“Expected Situation” and “Realization of Expectations”

Scale	Arithmetic mean, M	Mean-square deviation, SD
Internality / Externality (IE _p)	.88	.03
Activeness / Passiveness (AP _p)	.93	.06
Openness / Closeness (OC _p)	.93	.08
Adequacy / Inadequacy (AI _p)	.17	.06

Using the “Level of Social Expectations” questionnaire, frequency characteristics were measured on the arithmetic mean (M) and mean-square deviation (SD) scales. The parameters of the expected regulatory capacity of the participants of training were found to have high values, which are presented in Tabl. 2.

Table 2
Frequency characteristics of parameters by to the questionnaire
“Level of Social Expectations”

Scale	Arithmetic mean, M	Mean-square deviation, SD
The Level of Awareness of the Expected Events (LAE _p)	24.00	.00
The Level of the Expected Attitude (LEA _p)	18.33	2.31
The Level of the Expected	47.33	.58

Performance (LEP_p)		
The Level of Social Expectations of Personality (LSE_p)	89.67	2.08

Using the “Level of Aspirations of Personality” questionnaire, the frequency characteristics of the respondents’ motivational structure parameters were measured using the arithmetic mean (M) and mean-square deviation (SD) scales. It is established that the motivational parameters of the four blocks have mean values, which are presented in Tabl. 3.

Table 3

Frequency characteristics of the properties by the questionnaire
“Level of Aspirations of Personality”

Scale	Arithmetic mean, M	Mean-square deviation, SD
Internal Motif (IM)	17.00	1.00
Cognitive Motif (CM)	20.00	1.00
Avoidance Motif (AM)	12.33	3.51
The Motif of Competition (MC)	14.33	3.55
The Motif of Changing Activity (MCA)	8.00	1.00
The Motif of Self-Respect (MS)	18.67	2.08
The Significance of Results (SR)	3.33	.57
Task Complexity (TC)	5.00	2.65
Volitional Effort (VE)	14.33	5.51
Estimation of the Level of the Achieved Results (ELAR)	12.67	.58
Estimation of Personal Potential (EPP)	16.68	2.52
The Projected Level of Mobilizing Efforts (PLME)	19.00	1.00
The Expected Level of Results (ELR)	11.67	3.22
Regularity of Results (RR)	18.00	3.00
Initiative (I)	14.00	1.73

Using the “Way of Coping Questionnaire” questionnaire, frequency characteristics of parameters of coping-strategies of delegates’ behavior in critical (stressful) situations were measured using the arithmetic mean (M) and mean-square deviation (SD) scales. The parameters of the eight copying-strategies are found to have the values, which are presented in Tabl. 4.

Table 4
Frequency characteristics of the properties by the questionnaire
“Way of Coping Questionnaire”

Scale	Arithmetic mean, M	Mean-square deviation, SD
Confrontation (C)	7.00	1.00
Distantiating (D)	6.67	2.31
Self-Control (SC)	14.00	1.73
Seeking Social Support (SSS)	9.67	1.53
Accepting Responsibility (AR)	6.00	1.00
Avoidance (A)	4.67	2.08
Planning to Polve a Problem (PSP)	16.00	3.46
Positive Overestimation (PO)	10.33	3.21

The complex of thirty one psychological parameters is methodologically substantiated. Such a complex is relevant to the subject of study and allows you to reliably track changes between stages of measurement. On the scale of the arithmetic mean (M) of the psychological meaningful parameters established, we conclude that all study delegates (n=3) have acceptable levels of expected regulatory capacity, have an acceptable motivational structure and have developed effective coping-strategies. Let us proceed to the forming stage of the study.

3.2. The forming stage of “The Ship’s Captain and the Pilot” interaction study

The essence of the forming stage of the study was passing the “Master/Pilot Relationships on the bridge” course by the delegates, which lasted five training days. Such forming experiment is inherently psychological-pedagogical, but has some peculiarities. The biggest special feature is the three delegates who are simultaneously training “on the bridge”. The forming experiment involved a program of tasks that were practically solved by delegates on the simulator. The choice of tasks and sequence of placement in the course program

applies a verified system of principles: accessibility, systemacy, systematicness and consistency.

Another feature was that we did not have the traditional formation of experimental and control groups, and the comparison was made to determine significant changes between psychodiagnostic stages.

The methodological basis of the forming experiment was the initial principles of the training work that we have tested in previous experimental studies (Popovych et al., 2019a; 2019b; 2020).

The program included twelve simulated problem situations that delegates had to address. Each assignment began with a mini-lecture and an explanation of the terms of the assignment and the expected outcome. The pilot's participation in the simulated problem situations involved a specific role that made the task difficult.

The instructors constantly recorded the contribution of each delegate to the task, and accompanied the training process. Submission of new material was carried out in the form of mini-lectures, frontal, individual conversations, and group discussions. Preventive measures of negative manifestations in problem solving have been implemented through explanatory conversations and group discussions. Common forms of "Master/Pilot Relationships on the bridge" course were social-psychological training, post-training support, modeling of problem situations, individual problem-searching work.

The simulated problem conditions were typical situations that were taken from the experience of "The Ship's Captain and the Pilot" interaction and have educational and developmental character. The final day of the classes facilitated the generalization of the knowledge gained, the consolidation of training self-correcting influences and promoted the self-analysis of their own achievements and mistakes. After completing the course, a control psychodiagnostic stage was conducted.

3.3. The control stage of "The Ship's Captain and the Pilot" interaction effectiveness study

At the control stage, similar test procedures were performed as at the ascertaining stage. We understand that significant changes in the prevailing part of the studied parameters should not be expected. Of scientific interest are the hypotheses of the study and the establishment of trends of change, which were recorded as a result of forming influences.

It is important to set acceptable levels of measured parameters. The evaluation of the effectiveness of the measures implemented at the control stage provided for expert

evaluation by the course delegates. Expert evaluation has become a significant indicator of change in three areas of the delegate training: cognitive, value-emotional and behavioral. Comparison of the delegates' results showed that there were no significant differences in the study.

Our observations allow us to state that specially organized training “on the bridge” creates an invaluable emotional experience, a favorable learning and development environment, which influences the formation of behavioral patterns of the effective “The Ship’s Captain and the Pilot” interaction. We present a comparison of the parameters studied by the questionnaire “LSE” before and after the forming experiment in Tabl. 5.

Table 5
Comparison of data of studied parameters by the questionnaire
“Level of Social Expectations”

Scale	Average values			
	Delegates (n=3)			Student's t-test value
	Before	After		
The Level of Awareness of the Expected Events (LAE _p)	24.00	24.67		.529
The Level of the Expected Attitude (LEA _p)	18.33	19.00		.184
The Level of the Expected Performance (LEP _p)	47.33	46.33		.580
The Level of Social Expectations of Personality (LSE _p)	89.67	90.33		.728

Comparison of the results of the delegates' expected regulatory capacity before and after the forming experiment confirmed our assumptions. We state high parameters of the studied parameters and those that are within acceptable limits for delegates. We present clearly the studied parameters before and after the experiment by the questionnaire “Level of Social Expectations” in Figure 1.



Figure 1

Comparison of the studied parameters before and after the experiment by the questionnaire “Level of Social Expectations”

After the forming experiment, the highest positive trend of the parameter “expected attitude towards participants of interpersonal interaction” was recorded ($t=.184$; $p > .05$).

We present a comparison of the parameters studied by the questionnaire “Level of Aspirations of Personality” before and after the forming experiment in Tabl. 6.

Table 6

Comparison of data of studied parameters by the questionnaire “Level of Aspirations of Personality”

Scale	Average values		
	Delegates (n=3)		
	Before	After	Student's t-test value
Internal Motif (IM)	17.00	19.33	.118
Cognitive Motif (CM)	20.00	20.00	1.0
Avoidance Motif (AM)	12.33	14.33	.074
The Motif of Competition (MC)	14.33	14.00	.808
The Motif of Changing Activity (MCA)	8.00	8.67	.423
The Motif of Self-Respect (MS)	18.67	18.67	1.0
The Significance of Results (SR)	3.33	4.00	.184
Task Complexity (TC)	5.00	8.67	.087

Volitional Effort (VE)	14.33	14.00	.885
Estimation of the Level of the Achieved Results (ELAR)	12.67	13.67	.225
Estimation of Personal Potential (EPP)	16.68	17.33	.184
The Projected Level of Mobilizing Efforts (PLME)	19.00	19.67	.184
The Expected Level of Results (ELR)	11.67	11.33	.423
Regularity of Results (RR)	18.00	17.33	.742
Initiative (I)	14.00	16.67	.057

Comparison of the results of the delegates’ motivational structure before and after the forming experiment confirmed that the motivational meaningful parameters were valid and did not undergo significant changes. We provide clearly studied parameters before and after the experiment by the questionnaire “Level of Aspirations of Personality” in Figure 2.



Figure 2

Comparison of the studied parameters before and after the experiment with the questionnaire “Level of Aspirations of Personality”

After the forming experiment, the highest positive trends of the parameters AM ($t=.074$; $p > .05$), TC ($t=.087$; $p > .05$) and I ($t=.057$; $p > .05$) were recorded.

We give a comparison of the studied parameters by the questionnaire “Way of Coping Questionnaire” before and after the forming experiment in Tabl. 7.

Table 7

Comparison of data of studied parameters by the questionnaire
 “Way of Coping Questionare”

Scale	Average values			
	Delegates (n=3)			Student's t-test value
	Before	After		
Confrontation (C)	7.00	6.33		.184
Distantiating (D)	6.67	5.33		.383
Self-Control (SC)	14.00	16.00		.074
Seeking Social Support (SSS)	9.67	12.67		.188
Accepting Responsibility (AR)	6.00	6.33		.742
Avoidance (A)	4.67	6.00		.270
Planning to Polve a Problem (PSP)	16.00	14.00		.225
Positive Overestimation (PO)	10.33	13.33		.035

Comparison of the results of the delegates’ behavioral coping-strategies before and after the forming experiment confirmed our experimental expectations. We state the positive values of the parameters of the studied delegate parameters in the context of their functional. We provide clearly studied parameters before and after the experiment with the questionnaire “Way of Coping Questionare” in Figure 3.



Figure 3

Comparison of the studied parameters before and after the experiment by the questionnaire “Way of Coping Questionare”

After the forming experiment, the highest positive trends of behavior parameters in coping-strategies were recorded: self-control (SC) ($t=.074$; $p > .05$) i positive overestimation (PO) ($t=.035$; $p > .05$).

Let us proceed to the next stage of showing the results of the experimental study – the expert evaluation of the instructors. In our study, for ethical reasons and the confidentiality of personal data, we present only summary results of the expert evaluation of the delegates’ general data (see Table 8) and summary results of the expert evaluation by the delegates’ key criteria (see Table 9).

Table 8

Summary results of the expert evaluation of the delegates' general data (n=3)

Version 2.0	Training Centre	XXX-X	
Documents No: 1-2019; 2-2019; 3-2019;	MASTER / PILOT RELATION COURSE EVALUATION SHEET		Company “Marlow Navigation Ukraine”
Delegate’s Name	L. O.; B. V.; M. A.	Instructor Name/Assessor	C. Yu.; M. A.
Delegate’s Rank	Captain – 1; chief officer – 2	Date	22-25.10.2019
Leadership		Average Result	80%; 60%; 64%
It is very uncertain task to determine the Leadership type as per Evaluation Tool Instruction Manual within the subject course and exercises.		Candidate passed	Yes; No; No;
		Needs further training	No; Yes; Yes;
		Performance to be reviewed	No; Training; Training
		General Comments and Conclusion	
Character		Mr. _____ has good and stable results during performing of the exercises. Able to accept self-criticism, feedbacks to his action. Very good used sources of Bridge Team during emergency or difficulties.	
It is very uncertain task to determine the Character type as per Evaluation Tool Instruction Manual within the subject course and exercises.		Mr. _____ has three exercises with scoreless then 70 %, when many stress conditions were placed. He received very good lessons for his further experience with regards of all issues which were in exercises the last exercise, even with score 73%, was	
Management style			
It is very uncertain task to determine the management style as per Evaluation Tool Instruction Manual within the subject			

course and exercises.	done with really improved performance.
Ship's handling skills	Mr. _____ has three exercises with scoreless then 70 %, when many stress conditions were placed. He received very good lessons for his further experience with regards of all issues which were in exercises the last exercise, even with score 78%, was done with really improved performance.

Table 9

Summary results of the expert evaluation by the delegates' key criteria (n=3)

Criteria	Result	Training needed
Deals with critical situation if Pilot on Board	81%; 68%; 65%	Competent; Needs Training; Needs Training
Effective Master – Pilot Exchange	81%; 64%; 66%	Competent; Needs Training; Needs Training
Maneuvering the ship to pilot boarding area	81%; 56%; 64%	Competent; Needs Training; Needs Training
Bridge Team Management – Communication	84%; 64%; 61%	Competent; Needs Training; Needs Training
Keep situational awareness	80%; 56%; 61%	Competent; Needs Training; Needs Training
Necessary steps if in doubt with pilot on board	78%; 59%; 61%	Needs Improvement; Needs Training; Needs Training
Effective Passage Planning and exchange with and without Pilot	80%; 59%; 73%	Competent; Needs Training; Needs Training
Ship Maneuvering arrival or departure with and without Pilot	76%; 59%; 60%	Needs Improvement; Needs Training; Needs Training

The expert evaluation in an experimental study is a key method of establishing the effectiveness of delegates training and the personal responsibility of instructors for the level set of received competences.

The next stage, which is used to establish the effectiveness of “The Ship’s Captain and the Pilot” interaction by means of training technologies, is the use of an idiographic method (Cone, 1986; Thomae, 1999). The use of the idiographic method made it possible to research personal changes and come to a comprehensive conclusion on the nomination of each delegate. This method is a combination of psychodiagnostic and expert evaluation in the personal dimension of each delegate.

4. Discussion and Conclusions

We have not encountered any experimental research of the effective “The Ship’s Captain and the Pilot” interaction formation by means of training technologies. In the context of our research (in particular – the design of the forming stage), we relied on the initial principles which were established by scholars in related fields, actively applying a multidisciplinary approach (Prokhorov et al., 2015). The facts of research of mental states and psychological meaningful features in educational and professional activity of students were of scientific interest (Popovych & Blynova, 2019a; 2019b).

The results were considered at a methodological meeting of Kherson State Maritime Academy. Experimental confirmation of the effectiveness of the “Master/Pilot Relationships on the bridge” course and the technology of implementation was enriched with empirical data, a number of applied aspects were operationalized, and all practical tasks were specified. The results of the experimental research of effective “The Ship’s Captain and the Pilot” interaction formation by means of training technologies will contribute to operationalization of solving problems in the training of ship handlers, improving the skills of captains. The positive trends in the studied parameters of the delegates were established: LEAp ($t=.184$; $p > .05$); AM ($t=.074$; $p > .05$), TC ($t=.087$; $p > .05$); I ($t=.057$; $p > .05$); SC ($t=.074$; $p > .05$) and PO ($t=.035$; $p > .05$). Three stages of establishing the effectiveness of the course are proposed: 1) measuring key psychological parameters of delegates by valid methods; 2) expert evaluation of instructors; 3) an idiographic method of studying each delegate.

The hypotheses are proven. The proposed psychodiagnostic set of parameters relevantly reflected the studied parameters of the delegates of the “Master/Pilot Relationships on the bridge” course.

Acknowledgments. The research was conducted within the framework of the fundamental scientific and practical theme of the Navigation and Electronic Navigation Systems

Department and Ship Handling Department of Kherson State Maritime Academy, the state registration number is 0119U102020 and practical theme of the Company “Marlow Navigation Ukraine” – “Examination of the knowledge and competence of seamen of the shipping partner companies according to the agreements”.

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