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Language Aspect In Training Aviation Specialists

The article highlights the peculiarities of teaching foreign language in aviation universities and defines the main directions to be stuck to, explains the full-time and part-time methods which are applied in teaching process. It depicts the most effective approaches in the aviation specialist training process, gives ICAO standards and criteria for aviation specialists and personnel as to the language aspect.

The role of different foreign languages and especially English language is growing nowadays owing to the globalization of the world economy and the increased level of international contacts. So in the sphere of future aviation specialists education, foreign languages are extremely important because of the safety factor which is drastic in this field. These specialists should have a good command of English as their lives, the lives of the crew and the passengers depend upon their language competence. These challenges require the proper base for foreign language training in aviation universities.

Paying attention to the peculiarities of teaching foreign language in aviation universities we should define the main directions to be stuck to. They are the following:

1. Aviation activities applied to practice. Students are taught to translate authentic texts, use aviation terminology, notational system and special word combinations which are often met in aviation literature. This could be achieved only by interaction between foreign language and specialist subject teaching. A student should be able to use foreign language as one of the most efficient methods of acquiring necessary aviation information.

2. Consecutive method of teaching foreign language. It implies that basic knowledge and skills obtained at a secondary school are used at the university foreign language course.

3. The increasing role of students' self-studying. It is extremely important for students to realize that during the process of mastering foreign language they have to work hard and make a lot of practice at home to develop the necessary skills and abilities. So, the role of a teacher in this process is to properly explain the material, test and correct the assignments.

4. The correlation of language activities. The speaking skills' progress is long-lasting and requires a lot of time and efforts. For a certain period of time a student can learn a relatively small number of words and grammar material. But passive vocabulary content and passive grammar content for reading is much larger. This fact should be paid attention because it can sufficiently help a student to be

competent in aviation terminology and widely use passive vocabulary to translate authentic materials.

5. Individual approach to every student. Students of aviation universities may not have enough possibilities to learn foreign languages because they are more oriented to learning professional disciplines. So, a teacher should be consecutive in foreign language teaching. It is necessary to begin with a basic language level and correctly choose the appropriate methods for mastering foreign languages and developing language learning skills.

Amid the increased requirements to aviation specialists, the motivation component of students for professional training is reduced against the background of rapidly expanding, daily updated content in all socially significant areas. Experts in foreign language teaching methodology are seeking new approaches to more efficient and productive activities in this field. Every day future specialists have to process huge amounts of information where operative, short-term and long-term memory is involved.

Considering two internal structures - full-time and part-time study – it's worth noting that full-time students of a higher education institution have the opportunity to daily process a certain amount of information ignore certain details in the discipline of interest, using both an electronic information portal and a library. For instance, there is a list of services where the selection of material on a particular subject can be provided in a few minutes or maximum several hours depending on the complexity of the topic. The full-time students have the advantage - the time they can, with the proper time management, use for the development of their professional potential and certain conditions. It is not the same with the students who take correspondence study courses, especially those on aircraft operation and air traffic management.

In view of the above said the scientific community is actively discussing the existing system of higher correspondence education, its effectiveness within the certain period of time, optimizing the activities of a correspondence student and a full-time student. In many aspects it is necessary to take into account the peculiarities of a technical university where the students coming from different parts of Ukraine, far and near abroad master their professional skills. And in this sense, the university offers available open electronic resources which are actively being introduced into the educational process to bridge the gap in their level of knowledge. The students willing to brush and enrich their foreign language take the courses taught in foreign language (s).

However, the current aviation specialists training process is based on the one-way communication. They mostly focus on informative training and underestimate the procedural one which facilitates students' complete knowledge and their inability of self-study and application in practice. The monological approach impedes individual training, realization of students' potential and does not comply with the modern communication requirements. The one-way communication deems applicable if there is a lack of information that seems impossible today.

The most effective approach to multiple communication is the use of various communication methods for developing students' communication skills. Students'

interaction with other actors of the educational environment is the important requirement for their self-actualization, and dialogue plays an essential role here. Dialogue is a methodological principle, teaching method and medium oriented primary to a learner's productive activity. The dialogue establishes personalized quality between the parties involved degrading the strictly fixed social roles of a "teacher" and a "student" concentrating on the needs of all educational entities and easing emotional tension.

Besides, there are numerous exercises of various degrees of complexity, video and audio materials aim to improve, expand and consolidate vocabulary, grammar clusters. For example, in the sentence «The extra lift allows the plane to leave the ground» the selected expression or word is to be replaced with a similar word or expression. Phrases are represented in the cell in a chaotic order. The correct answer is «to become airborne».

To optimize the time for self-training, the aviation specialists of the correspondence faculty have a data bank - open electronic resources where specialists of any language department recommend Internet portals that increase the level of language proficiency. For example, <https://www.merriam-webster.com/word-of-the-day>, a foreign site where they give definitions on any word, including aviation terms. They are pronounced as a word or in a small text, the vocabulary for spoken English is presented in the form of intellectual games on-line. In many technical universities the question arises not only about distance learning, but also about the organized system of teaching materials that implement projects of professional study of certain disciplines under the guidance of a teacher.

One more step is the development of electronic textbooks. As practice shows, it has its both advantages and disadvantages. The issue is covered by many authors who say that the use of electronic textbooks in the learning process increases the activity of learners, forms cognitive activity for self-education, provides an optimal environment that removes the psychological barrier, and produces the communicative activity of students.

In the aviation industry, language training of specialists and personnel is generally based on the achievements of modern technologies, ICAO standards and criteria which provide 4 working levels of the qualification scale.

There are two effective language training aspects: delivery and content.

The delivery (computer-based) approach is considered more effective as it provides on-line language instructions for aviation English learners which are very busy at work and have tight schedules. However, it requires higher investments and it is more risky to develop compared to classroom handouts. Yet, the effectiveness of computer-based language learning has not been much studied. But in the context of aviation English it is deemed essential for vocabulary, grammar and listening ICAO has recognized the content-based language training approach as the most proven methods for aviation English training in bilingual nations. It combines language learning with the important information delivery and equal language instruction share. It is not "learning English for the sake of learning English". It is focused on language content. The content-based language training approach is not new. For centuries foreign language learning was based on the language context when learners needed to understand some important content requires for commercial

or new place settlement, i.e. learning was not artificially separated from real communication. The students who participate in immersion programs achieve good academic results because the content-based language learning increases their motivation, interest levels, ensures greater opportunities where language abilities are required. The content-based language learning method is quite suitable for bilingual students as it shifts the emphasis on the meaningful content rather than on the language itself. It also promotes privately-built speech (problem-solving, analysis etc.) that contributes to language acquisition.

Conclusion

Having analyzed the key aspects in foreign language training of aviation specialists in compliance with ICAO requirements we highlight the strong need for the revision of academic syllabus in terms of focusing on the delivery and content-based foreign language acquisition approaches to enhance learning and teaching efficiency in language learners' competency as the essential instrument to improve safety awareness and provide easy access to flight safety publications for the benefits of their organizations and the aviation industry as a whole.

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