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The significance of linguistic component for the efficient training of future specialists in the aviation industry

English is a significant academic discipline for the professional training of specialists in the aviation industry. The present paper analyzes the documents, which determined the necessity to learn the language by various categories of future specialists of this industry. There arises a need for studying a foreign language for specific purposes. The paper offers a characteristic of the peculiarities of training students of the aviation universities within the English-language project. The analysis of positive experience in the organization of training was carried out, certain drawbacks were identified and appropriate provisions were substantiated, which will increase the level of methodological provision of training and increase the overall quality of professional training at the Aviation University.

The linguistic component is significant for training aviation specialists. Aviation English for them is not only a mean of communication in the inter-cultural environment, but also a tool for the implementation of professional functions. Ukraine is a member of the International Civil Aviation Organization (ICAO) and therefore it is bound to comply with all requirements of this organization, including a comprehensive linguistic training of specialists. The process of training future aviation specialists is compiled pursuant to Ukraine's legal acts on air navigation in accordance with the standards and recommended practices of the International Civil Aviation Organization (ICAO); ICAO legal documents, European Aviation Safety Agency (EASA) regulatory documents; a set of legal requirements of the United Aviation Authority of Europe (JAA); the content of the Chicago Convention on International Civil Aviation. All this necessitates training future aviation specialists with the active use of a foreign language.

Nowadays future pilots, air traffic controllers, engineers of the aviation industry are studying at aviation higher education institutions. This category of students is subject to special requirements for possession of special aviation English. Pursuant to 1.2.9.4. Amendments 164 to Annex 1 "Issue of certificates to aviation personnel" [1] adopted by the International Civil Aviation Organization (ICAO) on November 27, 2003, since March 5, 2008, pilots of airplanes and helicopters, air traffic controllers and aircraft station operators must be able to communicate in English and understand it at the fourth working level of six identified (the fourth level is sufficient minimum for linguistic maintenance of flights on international airways). The working level involves effective communication on general, specific and related work topics. The ICAO Qualification Scale was developed to develop the requirements for mastering the general English language by the PRICE SG (Proficiency Requirements in a Common English Study Group) created at the initiative of the ICAO Aeronautical Inspection Commission. The introduction of these documents is the result of the analysis of aviation incidents, which were

caused in individual cases by the employees' insufficient level of the English language proficiency to perform their functional responsibilities in the industry. Thus, the knowledge of English in the aviation industry has become of special significance, as it is a prerequisite for the implementation of flights on international routes, as defined by ICAO for all countries. The Ukrainian State Air Traffic Services Enterprise (UkSATSE) started implementing the Concept of language training for specialists since March 2004, the tasks of which are to organize general and aviation English courses, in particular, Aerolingua Language Training/testing Centre for Postgraduate Education (Kyiv, Ukraine) and separately by the efforts of teachers of regional structural subdivisions of the enterprise. The content of the special documents of the International Civil Aviation Organization allows in the system of professional training of aviation specialists to substantiate the basic requirements for the field, its essence, methods of teaching students English in this branch. At the same time, this process should be oriented towards a model of a specialist defined by the state and industry standard of higher education.

Proficiency in English is defined as a professional necessity, as specialists are required to communicate using English for narrow specialization. The definition of the key concept "aviation English" is presented in ICAO document 9835 [1]. Aviation English covers: *ICAO Phraseology* (standard radio phraseology clearly defined by ICAO documents); *English for specific purposes* (professional English, which provides knowledge of aviation terminology); *English for general purposes* (General English, providing free communication on any topic). That is why students of aeronautical specialties should be competent users of professional and general English. ICAO recommends that you start studying aviation English after you have reached the third-level aviation specialist according to ICAO scale. Upon reaching this level, a specialist can easily initiate and maintain a conversation on familiar topics in predictable situations. He possesses, albeit a limited but sufficient vocabulary for communicating to general, specific and professional activities themes. Without a foreign language mastery as a means of forming and formulating thoughts within daily communication, it is difficult for a student to study English aviation technical terminology, to work with modern foreign scientific and technical periodicals, special documentation and instructional materials. Therefore, training a future specialist should begin with the study of general English. The next course is English for specific purposes. The experience of teachers providing the linguistic component of training aeronautical specialists proves that it is expedient to start studying the professionally-orientated English language when students have formed a professional vocabulary in their native language, since the lack of formation of a conceptual base on a specialty causes the difficulties of a linguistic character in the process of working with specialized texts. There are some difficulties in the content aspect when teaching a special English language: they teach languages, not specialty. That is why today the linguistic-pedagogical community commonly believes that it is inadequate for an English aviation teacher to know aviation terminology. After all, it is about the training of future specialists whose professional activities are directly related to the safety of a person's stay in the airspace. According to ICAO's requirements, qualified English teachers receive the right to teach the international aviation language by obtaining work experience in

aviation or after completing a course of study (for example, at the Aerolingua Language Training/testing Centre (Kyiv, Ukraine), MLS, Bournemouth, United Kingdom). ICAO [1] requirements for English teachers are set out in Document 9835.

The content analysis of the academic discipline “Foreign Language (professionally-orientated)” suggests that as a result of its study the student should know: the basic terminology on the specialty and general technical disciplines according to the curriculum; main grammatical and lexical peculiarities of the translation of technical literature in the specialty; basic rules for working with scientific and technical literature, including aviation literature; basic rules for writing scientific articles and compiling and delivering presentations on a specialty. At the same time, he must understand monologue and dialog speech on hearing; be able to speak on issues related to a specialty, to participate in a conversation-discussion; to transmit in oral and written forms the information obtained while reading both in the native and foreign languages; write scientific articles and prepare presentations for a specialty. Therefore, in the process of professional training of future aviation specialists, units of exercises and tasks developed on the basis of integration of engineering and linguistic knowledge, aimed at forming engineering, terminological competences and ability to engage in professional interaction in a foreign language are used.

The Aviation Defense of Ukraine has experience in teaching students in the English-language project. The choice of a foreign language as the main means of teaching causes changes in the methodological provision of the educational process, since the peculiarities of its organization in the conditions of the multicultural and multicultural environment should be taken into account. In the first year, the teachers check students' knowledge of English, based on the results of which they plan activities of individual linguistic interaction with them, mobilizing students with a high level of foreign language proficiency in psychological and educational support of students who do not own them. The texts of lectures on discipline, thematic glossary will be facilitated by the leveling of linguistic knowledge of the first-year students and the gradual mastering of their professional vocabulary by themselves independently (before a lecturer conducts it in the classroom). It is expedient to practice conducting an express survey at the beginning of the lecture, which will contribute to the development of the habit of regular work on discipline, improvement of orthoepic norms, development of communicative skills. In the second year there is a gradual leveling of student knowledge and the ability to use English for learning purposes. Attention is drawn to students' independent homework and individual tasks; on developing skills in the search, processing and use of special English-language material obtained from the Internet. In the third year, when it turns out that students are confident in the success of studying in a foreign language, when a general scientific vocabulary is laid down for occupation, information literacy skills are developed, it is advisable, in our opinion, to involve students in the preparation of thematic presentations at seminars. However, their reports should not be reproductive. The experience of teaching a foreign language of previous generations testifies to the inexpediency of this kind of work. He develops only general linguistic skills. Current communicative approach is relevant today,

explaining the methodological justification of the needs of such a type of seminars as seminars-discussions. Their conduct contributes to the enrichment of foreign-language professional and communicative experience of students, when they all have the content of the prepared reports, which students are pre-exchanging through the Internet. In the course of performing written independent and modular tests, we believe that students can be allowed to use self-contained subject-based dictionaries, which will, in the first place, help increase the level of motivation regarding the expediency of their regular conduct and help the student form a terminology “skeleton” of the profession. The interaction of the teacher and the students both in lecture classes and during practical classes should take place exclusively in a foreign language. When working with fourth-year students, it is necessary, in our opinion, to practice the widespread use of multimedia both by a lecturer and students. This need is conditioned by the necessity of forming the students' ability to a public presentation of certain results, which will help to successfully prepare for the defense of course papers and qualification papers, to perform at university and non-university conferences. It is also necessary to pay special attention and to constantly monitor the independent search, analysis and use of supplementary literary and network sources of information in the training course.

Conclusion. The offered materials focus on the importance of the linguistic component while training future specialists of the aviation industry. The level of mastering it is determined by the peculiarities of the degree of inclusion of a future specialist in professional activities in the aviation industry and is determined by documents of international civil aviation organizations and industries by educational standards. It can also be regulated by the Air Code of Ukraine [2].

References

1. Doc 9835-AN/453 Manual on the Implementation of the ICAO Language Proficiency Requirements. – Preliminary edition. – 2004. – 162 c.
2. Air Code of Ukraine. - Kyiv, 2017. – 315 p.