

**Kalashnyk-Rybalko Myroslava, PhD**

Flight academy of National aviation university, Volodymyr Vynnychenko  
Central Ukrainian State University (Kropyvnytskiy, Ukraine)

**Supervisor – Kochubei V., PhD, associate professor**

## **PEDAGOGICAL PRINCIPLES OF THE PROCESS OF PROFESSIONALLY ORIENTED ENGLISH TRAINING OF STUDENTS OF AVIATION COLLEGES AND LYCEUMS**

**Introduction.** Aviation is the industry that more than others needs the use of global standards and agreed regulations and rules of professional communication in English. The International Civil Aviation Organization (ICAO) is working on universal approaches to solving basic standards in the field of professional communication and is trying to implement these standards in all countries participating in international air transportation (Doc. 4444, Doc. 9835). Today, training programs of aviation educational establishments of various countries and advanced training courses for aviation specialists are focused on improving professional communication skills in accordance with ICAO international standards. The main difference between educational programs for future aviation specialists in aviation educational establishments of different countries is the very different volumes of the academic load for the students.

**Goal.** Study of the pedagogical principles of the process of training future aviation specialists in professionally oriented English.

**The main part.** The occurrence of aviation accidents as a result of improper performance of professional tasks, in particular, violations and errors of aviation specialists at the time of professional English-language communication, is due to systemic deficiencies in the process of organizing the work of flight control personnel and during the training of future aviation specialists. This reduces the level of flight safety and can lead to aviation incidents and human losses.

As a result of the analysis of the current state of professional training of future aviation specialists, a number of shortcomings were revealed, in particular:

1) the imperfection of the control system of English-language professional training;

2) training programs for English-language professional-oriented communication of future aviation specialists have a trend of decreasing the amount of training hours, they are imperfect in terms of content and essence;

3) the training programs for English professional-oriented communication of future aviation specialists do not take into account the individual characteristics of the students;

4) educational material for the educational process of English-speaking professional-oriented training of future aviation specialists does not fully meet the requirements for flight dispatchers;

5) management of the level of English professionally-oriented training of future aviation specialists is carried out using outdated methods or with certain violations of them.

Thus, the pedagogical system of training students of aviation educational institutions, in particular aviation colleges and lyceums, for professional English-language communication should be directed to current world standards. Introduction and implementation of these standards require mastering of the general English language at a high level, without which students of aviation colleges and lyceums will not be able to function effectively in further professional activities. In the conditions of a constant decrease in teaching hours, the intensification of English language learning has a demanded basis. This, in turn, requires further development and improvement of the pedagogical principles of the process of training future aviation specialists in professionally oriented English.

The concept of «professional communication in the aviation field» under consideration corresponds to the concepts of «interpersonal communication of

an aviation specialist» and «professional communication of an aviation specialist», which are interpreted as a regulated process of transmitting professional information for certain professional purposes and receiving special information from other participants of communication. The professional communication of an aviation specialist is based on the models of thinking and non-verbal behavior generally accepted in the professional environment, ethical and legal norms of linguistic and non-linguistic behavior.

In the field of pedagogy, scientists distinguish the peculiarities of oral communication in the aviation field: regularity, problematic nature, conflict conditioning, purposefulness, a large dose of influence tools, the use of special communication strategies, a clear structural organization, informational efficiency, a friendly or restrained atmosphere [1, 199].

It is scientifically proven that the process of learning foreign language communication is divided into three main stages:

- 1) learning different types of means of communication (phonetic, lexical, grammatical and sociocultural [2, 130]);
- 2) practical work on the internal and external design of speech using means of communication, aimed at the formation of skills [1, 200];
- 3) formation of language skills taking into account practical communicative activities [1, 203]

The pedagogical principles of the process of training future aviation specialists in professional English are determined by the specific features of the professional communication of aviation specialists in English under standard conditions: formalized terminology of radio exchange, the impossibility of using non-verbal or other auxiliary means of information, the presence of a large number of abbreviations, letters, numbers, shorten words, codes , the use of a limited stock of professional vocabulary and simplified grammatical forms, the presence of psychological, linguistic and semantic barriers.

In the special conditions of professional activity, the impact of a set of extraordinary elements of each emergency situation is additionally added, which

can potentially threaten the safety of flights and requires the rapid implementation of adequate actions aimed at minimizing the negative impact on safety, including informational, psychophysiological, with elements of uncertainty and/or complex nature. All this requires the readiness of future aviation specialists for professional communication in English as a dynamic and stable characteristic. Thus, the content of the training of future aviation specialists should contribute to: a) training of students in the means of English-language professional communication; b) demonstrations of linguistic and cultural features of professional aviation English; c) formation of language skills and professional communication skills in the field of aviation; d) development of the culture of English-speaking communication in the field of aviation.

Based on the results of the analysis of scientific research on the current state of communicative readiness of future aviation specialists to interact in professionally oriented English, specific features of professional communication of aviation specialists in English in standard and special conditions [1, 203], own experience of training future aviation specialists in Flight Academy of NAU during teaching in English of special disciplines of the certification list, we can conclude that the pedagogical system of professionally oriented English-language training of students of aviation colleges and lyceums for future professional communication will be effective if [3, 35]:

- 1) formation of content and training systems for students of aviation colleges and lyceums will be carried out through the introduction of an informational and communicative pedagogical environment and the selection of optimal pedagogical methods of professionally oriented English-language training;

- 2) the training of students of aviation colleges and lyceums combines a linguistic component (language knowledge); motivational component (directing the educational process to the formation of the need to acquire knowledge, skills and abilities for effective future professional activity); professionally meaningful component (for solving intellectual tasks according to the profile of future

professional activity); psychophysiological component (activation of volitional and emotional sources); methodological component; reflexive-corrective component (for monitoring the knowledge, skills and abilities of English-language training of students, in particular professionally oriented).

**Conclusion.** Therefore, the activation and unity of the linguistic, motivational, professional-content, psychophysiological, methodological, reflective-corrective components in the educational process of students of aviation colleges and lyceums can create prerequisites for high-quality professional language training of future aviation specialists.

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