Льотна академія
Національного авіаційного університету

INDEX COPERNICUS INTERNATIONAL

ISSN 2522-1477

НАУКОВИЙ ВІСНИК ЛЬОТНОЇ АКАДЕМІЇ

Серія: Педагогічні науки

ЗБІРНИК НАУКОВИХ ПРАЦЬ

Кропивницький - 2023

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ АВІАЦІЙНИЙ УНІВЕРСИТЕТ

ЛЬОТНА АКАДЕМІЯ
НАЦІОНАЛЬНОГО АВІАЦІЙНОГО УНІВЕРСИТЕТУ

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Серія: Педагогічні науки

Збірник наукових праць

ВИПУСК 13

Кропивницький
2023

УДК 378:37.013
DOI 10.33251/2522-1477-2023-13

Збірник наукових праць затверджено
Вченою радою Льотної академії Національного авіаційного університету
(протокол № 3 від 12.04.2023 р.) та
Вченою радою Національного авіаційного університету (протокол № 4 від 19.04.2023 р.)

Свідоцтво про державну реєстрацію
друкованого засобу масової інформації КВ № 22644-12544Р від 26.04.2017 року
Міністерства юстиції України

Збірник включено до Переліку наукових фахових видань України категорії «Б»
Наказом МОН України від 02 липня 2020р. № 886

Збірник реферується Українським реферативним журналом «Джерело» (засновники: Інститут проблем реєстрації інформації Національної академії наук України, Національна бібліотека України імені В.І. Вернадського), журнал індексується в міжнародній науковометричній базі ***Index Copernicus*** *(ICV 2019: 86,45), Google Scholar, базі метаданих CrossRef, WorldCat, Research Bible, Fatcat.*

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Науковий вісник Льотної академії. Серія: Педагогічні науки. Збірник наукових праць / Гол. ред. О. І. Москаленко. Кропивницький: ЛА НАУ, 2023. Вип. 13. 236 с.

У «*Науковому віснику Льотної академії. Серія: Педагогічні науки»* зібрано статті авторів, що сприяють вирішенню існуючих проблем професійної підготовки фахівців різних галузей, аналізу зарубіжного досвіду фахової підготовки та застосуванню інноваційних підходів до професійної освіти у контексті євроінтеграції.

Публікації видання адресовано науковцям і практикам у галузі педагогіки. Збірник наукових праць буде корисним студентам, курсантам, магістрантам, аспірантам, докторантам та всім зацікавленим особам.

Редакційна колегія публікує статті у авторській редакції. Автори несуть відповідальність за достовірність інформації, точність фактів, цитат, інших відомостей.

При використанні матеріалів, опублікованих у науковому віснику, збереження авторських прав обов’язкове.

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ISSN 2522-1477

UDC 378.147
DOI 10.33251/2522-1477-2023-13-204-211

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INNOVATIVE APPROACHES TO PROFESSIONAL COMMUNICATION TRAINING IN AVIATION ENGLISH COURSE

Annotation. *The article describes the peculiarities of professional communication between pilots and air traffic controllers and presents new approaches to its training. Developing communication skills is an important element for future pilots and air traffic controllers' training due to the significant role of the linguistic factor. The main methods of professional communication training are described: interactive, problem-based, project-based, and scenario methods.*

Key words: *professional communication, aviation specialists' training, pilots, air traffic controllers, radio exchanges, phraseology, methods.*

Problem statement. In modern life professional and business communication is of crucial importance. Professionalism is viewed not only as knowledge and skills but also as the ability to communicate in an appropriate professional environment. Professional communication is aimed at achieving a certain goal, which is the basis of cooperation. Specialized areas of human activity cause the emergence of special languages of these branches of social life.

Globalization, integration into European airspace, new education standards, and expanding of the aviation industry are the factors that have led to the need to research professional communication between pilots and air traffic controllers (ATCs). One of the most significant problems of radio communication is that there is no standard phraseology for emergencies. Pilots and controllers must take the only correct decision quickly and report about it. The limit of time, stress, and lack of English language proficiency put the safety of passengers at stake. Professional training should minimize the role of human factors and develop the ability to conduct properly structured professional communication in extreme flying conditions.

Analysis of recent research and publications. There are a number of researchers (I. Asmukovich, N. Dupikova, A. Kyrychenko, T. Malkovska), who have studied the linguistic peculiarities of aviation discourse. Some scientists (D. McMillan, N. Maud, S. Cushing) have explored the English language as a factor in flight safety. The Ukrainian researchers have also

investigated different aspects of aviation specialists' training for professional communication. A. Dranko [2] has focused on the professional interaction of future civil aviation pilots. O. Vasyukovich [1] has explored future air traffic controllers' professional readiness to conduct radio exchanges in non-standard situations. O. Kovtun [3] has examined aviation specialists' professional speech. O. Moskalenko [5] has put her emphasis on students' training for professional communication in special conditions. A. Savytska [7] has studied the communicative readiness of future military pilots to interact during international peacekeeping operations. However, further investigations are needed to provide the organizational and methodological bases for future air traffic controllers and pilots' training for professional communication in the English course.

The purpose of the article is to describe the peculiarities of professional communication between pilots and air traffic controllers and new approaches to its training in Aviation English course.

Conducting radiotelephony exchanges is complicated by many factors. First of all, it is context-specific, as it is based on a large amount of specialized technical knowledge related to aviation topics such as aircraft operation, navigation, air traffic regulations, and aviation equipment. Secondly, in the context of aviation communication, it is not possible to use such usual non-verbal means of communication as gestures, postures, etc. Thirdly, radio exchange is complicated by the lack of a visual perception channel, which leads to increased dependence on the addressee's understanding of the message. In addition, the acoustic conditions in which communication is carried out are significantly interfered with due to the narrow frequency range of the communication channel and background noise.

The awareness of linguistic features is also important for professional communication training. It is worth noting that professional communication as a type of 'professional discourse' is characterized by the following features: professional focus (compliance of texts with the requirements of participants in professional communication); verification (the truth of the information implemented in the text); dialogicity (a special text as a fragment of a general professional discussion); closedness (restriction of access to information, which is determined by the level of professional competence of the addressee); linguistic normativity (adequate presentation of special information utilizing language); stylistic stratification according to the structural part of professional discourse and forms of communication (oral, written) [4, p. 123]. The main characteristics of the radio exchange language are brevity and clarity, and a large number of repetitions. Repetitions in radio exchange dialogues perform functions characteristic of repetitions in spontaneous dialogues – they ensure the coherence of the text, as well as specific functions, which include: a) establishment and verification of the communication channel; b) duplication of basic information to avoid possible errors in the process of its transmission and decoding.

Aviation radio exchange is oral communication carried out according to the certain rules, which is characterized by the use of some linguistic clichés. The typical instructions in the radio exchanges are enlisted in the documents: Aeronautical Telecommunications (Annex 10 to the Convention on International Civil Aviation), Manual of Radiotelephony (Doc. 9432), The Procedures for Air Navigation Services – Air Traffic Management (PANS-ATM, Doc. 4444). However, in practice real radio conversations always have features of spontaneity, especially in non-standard flight situations.

O. Kovtun [3] notes that the main functions of speech, which are implemented in the process of radio communication between the pilot and the ATC, are informative and regulatory. Radio exchange implements an informative function when information is transmitted about the situation in the flight area, the state and location of the aircraft, the state of the airfield, the operation of communication and radio technical support, emergency situations, etc. The informative function is implemented in such genres as request, ATC information, clarification, confirmation, etc.

Although pilots and ATCs are communication partners, they approach the solution of professional tasks from different angles. Their messages differ in their purpose and reference. ATCs have the overall picture of traffic within certain airspace and take care of ensuring the safety of all

aircraft in this airspace, and additionally take into account such a factor as effective workload management. While the pilot concentrates on flying the route, additionally taking into account the efficiency of the flight. This divergence of goals and responsibilities leads to the fact that there is a certain element of agreement in radiotelephone negotiations, which is one of the reasons for the use of spoken language.

The communication "pilot – air traffic controller" is a specific professional discourse. On the one hand, communicators try to avoid misunderstandings and misunderstandings, but on the other hand, they strive for language economy, so dialogues are characterized by the use of many abbreviations and expressions that are understandable only from the context, which sometimes causes difficulties in understanding.

In theory, pilot-controller communication is a simple process in which the participants receive a message, understand it, and act on the information received. The controller issues a clear instruction to the pilot, the pilot repeats this instruction correctly and performs the action according to the instruction. There are at least two safeguards: reading back the ATC's instruction and listening to the ATC. Confirmation is often used. Schematically, this can be reflected in the ″loop of understanding between the pilot and the controller″ (Fig. 1).

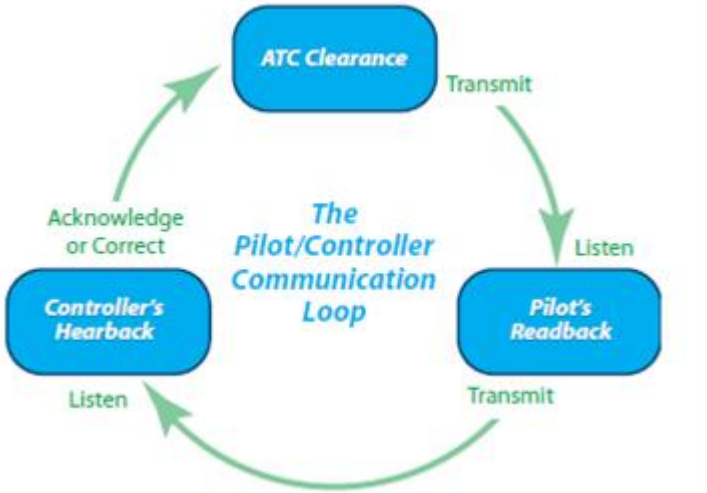

Fig. 1 The Pilot/Controller Communication Loop

Therefore, radio exchange procedures in standard situations take place according to a certain "scenario", the participants of which use communicative strategies to perform professional tasks. In extreme conditions, their list expands significantly, communication participants use several communication strategies until they receive confirmation that they understand the situation.

In aviation radio exchange of it is possible to single out standard communications, which are characterized by a given topic, a special construction of speech forms according to the rules of standard phraseology, and communications that reflect non-standard situations. Standard communications are characterized by a process of reduction, which forces the listener to reconstruct the entire message. Only the logical-semantic part of the message is transmitted, and the aspect-temporal data can be recovered by the pilot with the help of extralinguistic knowledge about the situation. That is, such omissions are aimed at reducing morphological and syntactic characteristics, focusing only on the meaning. Thus, there is the use of limited vocabulary, mainly terms and professional concepts, simplified grammar, simple and elliptical sentences, clear order of words, and repetitions. In standard communications, we distinguish the following communicative goals: providing and receiving information, subordinating actions, prohibition and permission, request, effective dialogue management. Depending on these goals, we distinguish the following main communication strategies: informative, regulatory, pilot-ATC relationship management, dialogue management. All these strategies are important for the teachers as they are the bases of professional situations.

Professional communication training covers a wide range of methods. We will outline the main ones that we consider the most effective: interactive, problem-based, project method, business games, and scenario method.

Interactive methods allow receiving information actively and give an opportunity to cooperate. Group interaction makes these methods useful and promising. They enable future pilots and ATCs to feel like active participants in education process. This provides internal motivation for self-improvement, which contributes to the effective acquisition of knowledge, skills and abilities, and also increases interest in the learning process. Interactive methods improve relationships in team, as they contribute to the socialization of the individual, awareness of oneself as a part of the team, one's role and potential [8]. Interactive teaching methods allow the entire group to be involved in the work, contribute to the development of socially important skills of team work, interaction, and discussion.

In general, interactive learning makes it possible to bring teaching to a new, person-oriented level. Therefore, interactive training methods are among the most efficient for future pilots and ATCs, as they correspond to the principles of higher education, develop all areas of professional activity (personal, motivational, substantive, operational and reflective) and strengthen relationships in team, creating a positive microclimate of cooperation and interaction.

Problem-Based Learning (PBL) is the next effective method for developing the professional communication skills of future pilots and ATCs. It is based on problematic situations of their professional activity. Several pedagogic researchers emphasize that the teacher's primary task is to identify contradictions, then formulate a problem and create a problem situation, and this is where the teacher's skill is revealed. The main aspects of using the problem-based method for future pilots and ATCs are the following:

– problem-based learning provides specific intellectual activity for the independent acquisition of new concepts by solving educational problems;

– in the process of problem-based learning, critical, creative, dialectical thinking develops;

– the connection with practice and the use of teachers' life experiences is a source of new knowledge;

– there is the systematic application of independent work which updates previously acquired knowledge;

– it proposes numerous hypotheses and finds the necessary ways to prove them;

– the transition from one problematic situation to another determines the dynamism of learning;

– independent mental activity causes emotional activity;

– problem-based learning provides a combination of deduction and induction, reproductive and productive knowledge assimilation.

We have developed a task algorithm for developing communication skills in the process of professional training in the subjects "Foreign Language" and "English for Professional Purposes". Students are given to read a paragraph that describes the problem. The teacher checks the understanding of the problem situation. Students use the strategy of guessing words from the context before the teacher explains the vocabulary items. First, students think about solving the problem individually, then they get into small groups and discuss their answers. The group must choose one solution and then present it. The teacher asks questions to each group, and if time allows, after the presentation of the groups, the students try to come to a single solution. For example, in the task "What do I need to survive?" students are given the instruction: "You are going to spend the next 5 years on a desert island. You can only take 12 items with you. What subjects would you choose? Why did you choose these subjects?".

We consider **project-based learning** to be the next effective method of training future pilots and ATCs for professional communication. Projects are defined as complex assignments based on the problems that engage students in design, problem-solving, decision-making, or research.

Project-based learning allows students to work relatively autonomously for extended periods and culminates in a tangible final product or presentation.

Among the advantages of this method, we highlight the following:

– projects help to strengthen speaking skills;

– they provide students with integrated practical skills;

– students have an extensive practice in reading, writing, listening, and speaking skills;

– the project provides excellent opportunities for intercultural work;

– the project method increases student motivation and ensures autonomous learning;

– projects help to build interpersonal relationships.

Work on the project includes three main elements of the communicative approach: motivational (to what extent students are interested in the task), substantive (to what extent the project corresponds to the content of the program), and developmental (to what extent the project corresponds to the child's level of development). Project planning involves four stages: discovery, proposal, presentation, and evaluation. At the stage of opening the project, it is really important to motivate students to work. To give participants an idea of what projects are like and what they should aim to do, it's good to have examples of past projects. At the proposal stage, the teacher explains the idea of the project and offers a scheme of work. After the proposal, students work on the presentation itself. The end products of project work can be a poster exhibition, a blog article, a report, a presentation at a conference, an imaginary talk show, or a video or audio recording. Like any other work, the project must be recognized and appreciated. It's not enough to just say ‘that's great’ after all the work students present.

Project work is, as a rule, group work that helps to develop interaction skills and social skills of students. When working on a project, students need to make a choice, discuss the problem, and choose the best strategy to achieve the goal. Cooperation skills are important: students distribute work, choose their own role and take responsibility for their part. Cooperation is also an important motivational factor. However, certain disadvantages of the work should be noted: some students may do nothing, passively receiving information, while others are very active; secondly, groups work at different speeds.

The **Scenario-Based Training (SBT)** method allows for the development of critical competencies through practice and feedback. J. Burns, J. Cannon-Bowers, J. Pritt, and I. Salas described SBT as a curriculum that incorporates well-planned exercises in which trainees provide feedback and responses to problem situations compared to those that occurred in a real environment. This method helps provide professional training in a work environment, provides hands-on experience in a teacher-controlled environment, and allows students to learn from other class participants. SBT in flight training is an educational method of imagining dangerous events close to reality. A realistic situation helps the students consciously conduct a rehearsal of the situation and practically use the acquired knowledge [6].

Successful training of future pilots and controllers depends on activity in the training environment. Also, the scenario may not have one right or wrong answer. It is important for the teacher to understand beforehand which results are positive and/or negative, to give the student freedom in choosing both correct and incorrect decisions. This contributes to solving problems that correspond to the level of competence of future aviation specialists and leads to positive results.

Let's consider a step-by-step example of a scenario during the study of the topic "Weather in aviation", the work on which consists of 5 stages. At the first stage (10 minutes), students are given tasks for prediction, i.e. a photo or video is shown without comments from the scene of the plane crash. The task for students is to describe a picture or video answering the following questions:

1. What is happening in the picture?
2. What type of aircraft could it be?
3. What are the weather conditions?
4. In what area did the event take place?
5. What do you think caused this event?

6. What are the consequences of this event?

In the second stage (10 minutes), factual information about the course of the event, and an assessment of the difficulty of completing tasks are provided. In the third stage (5 minutes) a fragment of the flight's radio conversations is provided, and listening tasks and evaluation of this stage are carried out. The fourth stage is a discussion based on a video clip with possible causes of the disaster. The last stage is the summary of the event, the conclusions of the air crash investigation committee, and the discussion of how this event could have been avoided.

Since learning a foreign language takes place outside the country where the language is studied, it is very important to create an atmosphere of communication in that language. The easiest way is to use authentic video and audio materials in foreign language classes. However, learning a language should not be limited to the framework of an educational session. Extracurricular activities play a major role in mastering foreign language communicative competence. The informal setting, lack of assessment, and interesting topics for discussions help to overcome psychological and language barriers.

Another tool that has recently attracted more and more researchers of the problem of the formation of communicative competence is the creation of a foreign language virtual learning environment, which is understood as the ability of a foreign language teacher to carry out his professional activities with the help of a wide range of pedagogical learning technologies that stimulate the development of creative imagination. Virtuality can be created using a computer, smartphone, or tablet. Computer systems provide visual and sound effects that immerse the viewer in the imaginary world behind the screen, they create an artificial space that has all the signs of reality as such, which can be penetrated and transformed from the outside. Immersion in a foreign language atmosphere with the help of computer technologies is effective if the educational space is well organized by the teacher. To help the teacher, there are educational platforms (Moodle, Google Classroom, etc.), chats (Viber, Telegram, etc.), and social pages (Facebook, Instagram, etc.), which allow you to direct the activities of future aviation specialists in the right direction, exchange information, discuss and share impressions.

Conclusions and prospects of further research. Therefore, developing communication skills in the process of learning professional communication is an important element of the training of future pilots and air traffic controllers, because human lives depend on effective communication during radio communication. Professional communication on international air routes is carried out in English, which combines general and aviation English. The principles and methodological approaches should correspond to the purpose of training – the formation of foreign language competence for professional communication in standard and special conditions of professional activity. For the formation of communication skills, it is necessary to use methods that have a practical orientation, reveal personal potential, and motivate to learn English, namely: interactive, problem-based, project-based, scenario-based methods. Extracurricular activities and virtual environments are important additional elements of professional training that have strong potential.

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ІННОВАЦІЙНІ ПІДХОДИ ДО НАВЧАННЯ ПРОФЕСІЙНОЇ КОМУНІКАЦІЇ У ПРОЦЕСІ ВИВЧЕННЯ АВІАЦІЙНОЇ АНГЛІЙСЬКОЇ МОВИ

Анотація. *Стаття розкриває особливості навчання професійної комунікації та інноваційні підходи до її навчання у процесі вивчення авіаційної англійської мови.*

Формування комунікативних умінь у процесі навчання професійного спілкування є важливим елементом підготовки майбутніх пілотів та авіадиспетчерів, адже від ефективного спілкування під час радіозв'язку залежить безпека та життя людей. Професійне спілкування на міжнародних повітряних трасах здійснюється англійською мовою, яка поєднує в собі загальну та авіаційну англійську. Ведення радіотелефонних переговорів має специфічні риси: визначається контекстом; ускладняється відсутністю візуального та кінетичного каналу сприйняття; має ускладнені акустичні умови.

Професійне спілкування як вид «професійного дискурсу» має наступні риси: професійна спрямованість; верифікація; діалогічність; замкненість; мовна нормативність; стилістична розшарованість відповідно до структурної частини професійного дискурсу та форм спілкування.

Визначено, що теоретично комунікація між пілотом та диспетчером є процесом, у якому учасники отримують повідомлення, розуміють його та діють згідно отриманої інформації («петля розуміння між пілотом та диспетчером»). Зазначено, що радіообмін у стандартних ситуаціях здійснюється за чітким алгоритмом за допомогою прописаних комунікативних стратегій.

Принципи та методичні підходи мають відповідати меті навчання – формуванню іншомовної компетентності для професійного спілкування в стандартних та екстремальних умовах професійної діяльності. Для формування комунікативних навичок необхідно використовувати методи, які мають практичне спрямування, розкривають особистісний потенціал, мотивують до вивчення англійської мови. Виокремлено інноваційні методи навчання: інтерактивні, проблемні, методи проєкту та сценарію. Важливими додатковими елементами професійної підготовки, які мають потужний потенціал, є неформальна освіта та створення віртуального середовища.

Ключові слова: *професійне спілкування, підготовка авіаційних спеціалістів, пілоти, авіадиспетчери, радіообмін, фразеологія, методи навчання.*

Одержано редакцією: 20.02.2023 р.
Прийнято до публікації: 06.03.2023 р.