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Features of the formation of aviation discourse of the future teachers of a foreign language

This article discusses the ways and possibilities of preparing aviation students to study an industry-specific foreign language according to the ICAO language proficiency level scale, which stands for International Civil Aviation Organization and represents a clearly described international set of requirements for knowledge of a foreign language. To improve the real safety of aviation around the world, it is important to develop the international standard for language proficiency requirements. Training on the ICAO language level scale was initiated by the Ministry of Education and Science in 2019, after this study was undertaken. This level scale is designed to determine the content in terms of proficiency in aviation terminology and phraseology in English at the so-called levels. The ICAO language level scale identifies six levels that correspond to the Common European Framework of Reference (CEFR), which defines six levels of foreign language proficiency: A1, A2, B1, B2, C1, C2 (ascending) [1]. In this regard, the authors of the article identified the tasks of solving the selection of language materials and structuring them into modules. These tasks and cases are professionally content-oriented and communicative, which could give the opportunity to practise and improve students' skills and competences.

Keywords: ICAO, CEFR, aviation discourse, aviation English, discursive competence, subcompetencies, intercultural communication, future teachers.

Introduction

To solve the tasks set, the Standard of the ICAO scale was studied, where the language skills necessary for a pilot when conducting communication in aviation are clearly spelled out. It prescribes conversational skills in all situations peculiar to the professional activity of an aviator, every day and non-standard [2]. The theoretical part has shown that aviation professionals' training is guided, regulated and recommended practices by the ICAO. However, practical results of the study need to be provided and implemented by efficient and communicative investigations, which help students to adopt to the English language professional environment. It is also recommended to work on grammar, vocabulary, reading and listening skills. According to the most conservative estimates, about two thousand people died in plane crashes where language problems "took place" around the world. Good knowledge of the language is successful flights! The formation of the aviation discourse of future specialists in the conditions of the existing system of foreign language training is characterized by insufficient elaboration of the content and methodological aspects of this process. An increase in the level of formation of aviation discourse among students can be ensured by developing and implementing pedagogical conditions that are clearly focused on the formation of the declared quality.

Experimental

The descriptors of the aviation discourse formation are prescribed and grouped according to generalizing indicators: socially and professionally significant personality qualities, educational and linguistic achievements, as well as professional skills in the field of aviation discourse.

We have developed the module "Language and communication in aviation" for experimental work, it includes the following topics:

RTO (aborted takeoffs)

Low speed of aborted takeoffs

Emergencies caused by birds (Bird strike)

Emergency situations during flight — Engine malfunction

Depressurization — Consequences of hypoxia Dangerous rapprochement

Uncoordinated occupation of the runway
 Accident prevention
 Human factor in aviation
 Controller-pilot communication, misunderstanding and linguistic problems
 Behavior. Problems linked to passengers' behavior

We consider the discourse according to Emile Benveniste, who understands by discourse "speech assigned to the speaker", these are all types of pragmatically conditioned and differing in their goal-setting speech. From these positions, it can be argued that discourse is a language changed in the process of speech, included in a socio-cultural text [3]. Therefore, the phenomenon of aviation discourse is associated with the linguistic picture of the world of aviators, their use of language in their aviation industry.

The structure of the discursive competence of the future teacher for aviators at the level of content, it is an integration of subcompetencies — thesaurus-gnostic, representing the whole body of knowledge about the implementation of communication in the professional sphere of aviators, strategic-operational, including knowledge and skills in the speech genre that are actualized in a specific communication situation [4]. Important components of the future teacher's speech competence for aviators are knowledge about the thematic structure of the discourse under consideration, about the speech forms used in oral communication, namely: narratives about emergencies during a flight or a fire on board an airplane, descriptives (descriptions), questionatives (questions), commissives (promises, obligations and intentions) [5]. A speech act is a purposeful speech action performed in accordance with the principles and rules of speech behavior adopted in a given society; a unit of normative socio-speech behavior considered within the framework of a pragmatic situation. The main features of the speech act:

- intention (intentionality)
- purposefulness
- conventionality.

Speech acts are always correlated with the speaker's face. A sequence of speech acts creates a discourse [6].

For our research, the descriptive method of decision-making is interesting, by which we mean an evaluative-descriptive research method aimed at describing the behavior of individuals and groups of people in the decision-making process. We use this method when compiling cases on specific situations of an emergency failure during flight. It is important to us that the student could explain why such a choice was made. Therefore, the use of this method is clearly explanatory, not prescriptive. These speech forms have functional, semantic, formal and structural specifics in the oral aviation discourse [7]. Therefore, when describing the speech acts of aviation discourse, we found that the main part of speech acts are directive speech acts that meet the requirements during the flight. These include tips, recommendations, prohibitions, instructions and commands. We refer them to the so-called situational speech acts, which are based on an informative intention: to reduce the degree of danger when perceiving the necessary information, to convince the correctness of making a decision when choosing a certain action when landing an aircraft.

Results and Discussion

The purpose of prompting the addressee to act is expressed either by appropriate lexical and syntactic constructions (recommended, prohibited, or by the imperative form of the semantic verb: Do this/those; Do not do this/that, etc.). We always hear: "Dear passengers, it is forbidden to smoke or drink alcoholic beverages on the board of the aircraft". The correct choice of the necessary word in a foreign language by the pilot is a prerequisite for achieving the planned effect. The adequacy / inadequacy of the pilot's discursive competence can be established by analyzing the communicative interference in the oral aviation discourse, which includes the features of the discourse itself, insufficient discursive competence of the pilot / operator, limited time for communication, incorrect communicative attitude in emergency situations caused by birds (Bird strikes). Therefore, the teacher should first of all prepare on the topic of "Emergency situations during the flight": Fire on the board of the aircraft, medical assistance, emergency measures, safe heights sector, pilot's awareness of the situation (in flight).

It is necessary to solve the following cases: Read about emergency situations. Choose the right variant from the suggested ones: **An emergency situation** is a situation in which it is no longer possible to continue the flight using standard procedures, but there is no threat to the safety of the aircraft or people on board or on the ground. Accompanying definitions are usually given at the beginning of the emergency procedures section of the corresponding POH (Pilots operating handbook)/FM (Flight manual) document [8]:

- (a) Land immediately.
- (b) Land as quickly as possible.
- (c) Land as soon as possible / Limit the duration of the flight.
- (d) Continue flying.

It is in teaching aviation discourse that readiness for constructive participation in the dialogue of cultures of peoples, countries, regions and continents is developed. In addition to mastering foreign language knowledge and skills, a future specialist should purposefully develop his own ability to operate with the terms of a technological nature. The peculiarities of the lexical, pragmatic and discursive specifics of the aviation discourse of a foreign language consist in a relatively low dependence on the situational context, in stability, clichéd, sociolectic, and a high degree of internationalization of lexemes. T.A. Kulgildinova points out that the discursive component of professional foreign language competence contains knowledge about the difference in the construction of speech acts of the native and the studied language, including the ability to build their own verbal and nonverbal behavior in accordance with the norms adopted in the culture of the studied language [9]. It is also noteworthy that the aviation discourse of a foreign language contains a fairly wide layer of the so-called “aviator's vocabulary”, on the use of which the business interaction of cultural subjects is based. The student masters the formal language experience acquired through the study of telecommunications, the use of elements of the initial response of emergency and emergency procedures today is the most effective and affordable way to enrich the thesaurus of students, mastering intercultural aviation literacy, forming skills of interaction with the pilot, crew and operator in real communication.

To use relevant situations, we proceeded from the fact that the situation that contributes to the formation of student's ideas about aviation discourse is a set of organized factors aimed at reconstructing fragments of authentic texts in order for the future specialist to have a need to solve certain speech-thinking and professional-branch tasks [10].

Read the text and the items in the EAC list.

Skipping which of the list leads to an inevitable catastrophe? Discuss it with a partner and share with other students.

Checklist for an emergency or emergency situation.

The EAC (emergency and abnormal checklist) is a checklist containing actions that represent elements of the initial response of emergency and non-emergency Procedures (EAP) (also referred to as the “Quick Reference Handbook” or “QRH”). The EAC list is reproduced according to POH/FM documents and must exactly match them. The advantages provided by the EAC list include:

- Reducing the risk of forgetting to perform vital actions.
- Ensuring the correct sequence of actions.
- Intuitive clarity and ergonomics of the list.
- Creating conditions for interaction and cross-control between crew members.

In order to form an aviation discourse, we give materials in English classes that contain information on how to manage dangerous factors and errors.

1. Read the text. Write down the terms and stable combinations that relate to aviation discourse. Make suggestions with them. Think about the situation in which you use them.

Managing hazards and errors

Hazards are defined as events occurring outside the influence of the flight crew, which increase operational complexity and require mandatory management to maintain safety stocks. Dangerous factors, such as aircraft malfunctions, can occur unexpectedly and suddenly. In this case, the flight crew needs to apply the skills and knowledge acquired through training and work experience.

Errors are defined as actions or omissions of the flight crew that lead to deviations from organizational intentions or expectations or deviations from the intentions or expectations of the flight crew. Emergency and non-emergency situations with an aircraft that do not receive proper control or are operated incorrectly can reduce safety stocks and often lead to undesirable conditions of the aircraft. A typical error in an emergency or emergency situation is forgotten or missed items on the EAC list.

Undesirable aircraft conditions are deviations of the position or speed of the aircraft caused by the flight crew, improper use of flight controls or incorrect configurations of systems. Undesirable conditions of the aircraft resulting from incorrect reactions to a malfunction or an emergency situation can lead to dangerous situations and reduce the safe stay on the aircraft during flights.

2. Read the text. Underline the reasons of RW condition. Describe any real situation when bad RW condition resulted in a serious accident and share with other students.

RW Condition

There are some hazardous weather phenomena which can seriously affect RW condition. They are heavy precipitation, such as snow, rain and freezing rain and sleet, changeable temperature, ice, etc. Ice and snow can make braking and taxiing difficult or impossible if severe enough. Freezing rain might cause icing of an aircraft and RW surface. It reduces braking action and might be the reason for sliding off the RW or undercarriage problem which can lead to a serious incident or accident.

3. Listen to the communication between an approach controller and the same pilot and say about:

- Pilot's intentions
- The crew request to descend in the holding pattern
- Traffic situation

Then listen to the pilot-controller communications again and make a report on each one with your partner. Check your answers with other students.

4. Read the text and discuss the following questions with a partner.

Maneuvering area incidents

A typical day at any busy aerodrome anywhere in the world: dozens, sometimes hundreds, of vehicle and aircraft transit active runways every hour. For the most part, all of them get where they are going without incident. Occasionally, however, someone makes a mistake. Perhaps it is a pilot who is arriving at an unfamiliar field. Or maybe it is a poor-trained vehicle driver who takes a short cut across a seemingly inactive runway. Or possibly it is a busy air traffic controller who momentarily forgets a particular aircraft. Any one of these mistakes could result in a runway incursion – a collision and loss of life.

Discussion

- Apart from aircraft, what other vehicles move around the airport?
- What makes an airport such a potentially dangerous place?
- What examples of mistakes made by pilots, drivers and controllers have you encountered?

The algorithm for using relevant situations that contribute to the formation of aviation discourse among students assumed:

- 1) choosing the appropriate situation as a learning object, building a model of the situation;
- 2) formulation and verbalization of the purpose of the analysis of the presented situation in accordance with the overall strategic goal aimed at the formation of aviation discourse;
- 3) formulation of relevant communication tasks;
- 4) familiarization of the student with the rules of participation in the situation;
- 5) analysis of the content and ways of implementing partner roles of the situation;
- 6) coordination of the repertoire of communicative and interpretative actions based on the axiological and linguodidactic potential of a particular situation;
- 7) expansion and improvement of the conceptual apparatus of the problem studied in the context of the situation (problems of formation of aviation discourse);
- 8) forecasting of possible difficulties of interpretative and linguistic-communicative nature;
- 9) fixing changes in the professional perception of the future specialist of their positive dynamics, and from the position of negativization; diagnostics of these changes.

Conclusion

The high point demands of ICAO to teaching aviation language are keys to form future aviation professionals' aviation discourse competence, which can develop the implementing language proficiency in real life situations. The stage of aviation discourse practice in the process of intercultural communication implies the inclusion of future specialists in the process of virtual intercultural interaction. The organization of this methodological mechanism for the formation of aviation discourse of future teachers is based on the use of the project method, which includes all other forms of work. When implementing a project, especially cross-cultural and telecommunication, it is necessary to study both realities, and country studies comments, and communicative clichés and discourses, and authentic texts. At the same time, telecommunication projects ensure the creation of a real language environment and, on its basis, the creation of the need to use a foreign language in practice. Thus, these innovative and interactive technologies play an efficient role in the formation of the aviation discourse and can create professionally-oriented environment and prepare future aviation professionals to communicate, decide issues professionally, play different roles and model the different situations.

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Болашақ шет тілі мұғалімдерінің авиациялық дискурсты қалыптастыру ерекшеліктері

Мақалада авиатор—студенттерді ICAO/ИКАО шкаласы бойынша салалық шет тілін үйренуге дайындаудың жолдары мен мүмкіндіктері қарастырылған, бұл International Civil Aviation Organization дегенді білдіреді және шет тілін меңгеруге қойылатын талаптардың нақты сипатталған жиынтығы болып табылады. ICAO/ ИКАО шкаласы бойынша дайындықты Білім және ғылым министрлігі 2019 жылы бастады, содан кейін осы зерттеу жүргізілді. Бұл шкала авиациялық терминология мен фразеологизмдерді ағылшын тілінде деңгейлер деп аталатын деңгейде меңгеру тұрғысынан мазмұнды анықтауға арналған. ICAO шкаласы шет тілін білудің алты деңгейін анықтайтын жалпы еуропалық CEFR (жалпы Еуропалық анықтамалық) деңгейлеріне сәйкес келетін алты деңгейді анықтайды: A1, A2, B1, B2, C1, C2 (өсу бойынша). Осыған байланысты мақала авторлары тілдік материалды таңдау және оларды модульдерге құрылымдау мәселелерін анықтады. Бұл тапсырмалар мен кейстер кәсіби мазмұнға бағытталған және коммуникативті болып табылады, бұл студенттердің дағдылары мен құзыреттіліктерін тәжірибеде жетілдіруге және дамытуға мүмкіндік береді.

Кілт сөздер: ICAO/ИКАО, CEFR, авиациялық дискурс, авиациялық ағылшын, дискурсивті құзыреттілік, субкомпетенциялар, мәдениетаралық коммуникация, болашақ мұғалімдер.

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Особенности формирования авиационного дискурса у будущих преподавателей иностранного языка

В статье рассмотрены пути и возможности подготовки студентов-авиаторов к изучению отраслевого иностранного языка по шкале ICAO/ИКАО, что расшифровывается как International Civil Aviation Organization и представляет собой чётко описанный набор требований к знанию иностранного языка. Подготовку по шкале ICAO инициировало Министерство образования и науки в 2019 году, после чего было предпринято настоящее исследование. Данная шкала предназначена для определения контента в плане владения авиационной терминологией и фразеологией по-английски по так называемым уровням. В шкале ICAO выделено шесть уровней, которые соответствуют общеевропейским уровням CEFR (Common European Framework of Reference), где определяются шесть уровней знания иностранного языка: A1, A2, B1, B2, C1, C2 (по возрастающей). В связи с этим авторы статьи определили задачи по решению отбора языкового материала и структурированию их в модули. Эти задания и кейсы профессионально ориентированы на содержание и коммуникативны, что может дать возможность попрактиковаться и улучшить навыки и компетенции студентов.

Ключевые слова: ICAO/ИКАО, CEFR, авиационный дискурс, авиационный английский, дискурсивная компетенция, субкомпетенции, межкультурная коммуникация, будущие преподаватели.

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