

Мельник Н. І. Peculiarities of future pilots English language learning: contextual translation of aviation terminology. Авіа-2019: XIV міжн. наук.-техн. Конф., 23-25 квітня 2019 р. : тези доп. – К., 2019. – С. 45-49.

<http://conference.nau.edu.ua/index.php/AVIA/AVIA2019/paper/view/6160/4907>

UDC 378 + 371.811

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Peculiarities of future pilots English language learning: contextual translation of aviation terminology

The contextual method of aviation terminology translation is described in the issue. The approaches to the translation process are distinguished. The stages of the contextual method translation are proposed for the future pilots' English language learning improvement.

The English language learning in the future pilots professional training.

Qualitative professional training of future specialists of different fields in Ukraine at the present stage of development of higher education is not possible without taking into account the European and world requirements for professional competence, the priority of which is: foreign language, digital and civil preparedness of the personnel. These priorities are determined, first of all, by the peculiarities of the modern system of world society, the processes of economic and social integration, the informatization of the communicative space of each individual and the needs of peaceful coexistence in a globalized world [6]. A special category of professionals who are directly involved in the processes of globalization and communication are the staff of the international transport industry, which provides the fastest movements around the world, including aviation specialists. The outlined category of specialists is the direct link of international public communication, and therefore, special attention in their professional training belongs to foreign language training. Thus, the future pilots English language learning is of a high importance problem, as the knowledge of English aviation language is one of the requirements of ICAO [3] and is regarded as one of the safety factors.

The contextual method of translation as the effective mean of effective understanding of the language.

As the study of the English aviation language is an obligatory requirement for the professional activity of future specialists in the aviation industry [3], then the English language learning (language and communicative competence) is an important element of the professional competence of the specified category of specialists, which

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determines the readiness and ability to conduct dialogue both on the native language and in English aviation languages, first of all, in direct professional activity. The very important aspect of this process in the methods of language learning, which include not only vocabulary learning, grammar studding and practice, but what is of high importance, knowledge of translation approaches and methods. Contextual translation is one of the aspect of our scientific attention, as it's involves metalanguage's knowledge such us knowing language and the knowledge about language.

In the context of mentioned, it should be noticed, that modern researchers emphasize, that there are significant differences between the phenomena of "knowledge of language" and "knowledgе of language". "Knowledge of language" and "knowledgе of language" are considered in psycholinguistics as varieties of the same psycholinguistic (speech-linguistic) phenomenon, which ensures the course of the speech-thinking process in each individual, the functioning of his speech. As without knowledge of the language, and without knowledgе of the language - a metamorphosis - no one can successfully produce the utterance. Scientists have found today some features and criteria that significantly differentiate language knowledge from knowledgе of language (Zalevskaya, 2007; Leontiev, 2003; Foursha-Stevenson, Schembri, Nicoladis et al., 2017; Diamanti, Benaki, Mouzaki et al., 2017), differentiate one psycholinguistic reality from another for their qualitative features, with excellent parameters [4]. The distinction between these cognitive realities in the speech of the personality acquires a special pragmatic value for aviation specialists who study English aviation terminology and language in general for a relatively short period of time, mastering the grammatical system of a foreign technical language at a level sufficient for effective professional activity and communication.

So is translation as a form of cross-cultural communication. The complexity of translation, one of the most complex things in human history, lies in the multitude of and the delicate relationship among its relevant factors. Translation is never innocent. There is always a context in which translation takes place, always a history from which a text emerges and into which a text is transposed. The situation-in-culture has been given much emphasis. In translation, E. Gentzler says: "Subjects of a given culture communicate in translated messages primarily determined by local culture constraints. Inescapable infidelity is presumed as a condition of the process; translators do not work in ideal and abstract situations or desire to be innocent, but have vested literary and cultural interests of their own, and *want* their work to be accepted within another

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culture. Thus they manipulate the source text to inform as well as conform with existing cultural constraints” [2].

Thus emerges an approach to translation that is descriptive, target-oriented, functional and systemic; and an interest in the norms and constraints that govern the production and reception of translation. According to A. Lefevere and S. Bassnett, the study of translation practices has moved on from a formalist approach and turned instead to the larger issues of context, history and convention [5]. Translation cannot be defined a priori, once and for all. What translation means has to be established in certain context. Contextualization of translation brings first culture and then politics and power into the picture.

The translating procedures, as depicted by E. Nida are as follow:

I. *Technical procedures:*

A. analysis of the source and target languages;

B.a through study of the source language text before making attempts translate it;

C.Making judgments of the semantic and syntactic approximations. [5, p. 241-45]

II. *Organizational procedures:* constant re-evaluation of the attempt made; contrasting it with the existing available translations of the same text done by other translators, and checking the text's communicative effectiveness by asking the target language readers to evaluate its accuracy and effectiveness and studying their reactions [8, p. 246-47].

As for the analysis of the contextual method translation, we distinguish it as

The good examples of peculiarities of aviation terminology translation are presented in O. Kovtun issues. The investigator gives the following examples to motivate students to master such linguistic material helped their acquaintance with the aviation event, which happened as a result of misinterpretation by the pilot of the “two”-and-“to” omophonos (two and up (precept of direction)). In particular, the air traffic controller instructed the aircraft (PS) to go down to "two four zero zero" (two four zero zero), that is, up to 2400 feet. The pilot repeated the direction of the dispatcher: "ok. Four zero zero. "(Well, four zero zero), that is 400. The PS fell to a height of 400 feet instead of 2400, on which I happened to be an aircraft event. This happened because of the misinterpretation by the pilot of the word "two" (two) as "to" (to) and the execution of his actions in accordance with the "heard"[1].

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For developing of future pilots' translation skills, the author proposes different exercises: in the work on the English language was offered the task of mastering homonyms and synonyms. In radio-communication between air traffic controllers and pilots, some errors occur due to the use of homonyms because of the ambiguity of their encoding and decoding communicators. Consequently, familiarizing future aviators with lexical material, which may lead to ambiguity of interpretation, the warning about the possible consequences of confusing these words is effective in improving the level of professional and linguistic reliability of aviation operators [1].

The other investigator O. Moskalenko gives the explanation of English aviation abbreviation translation. Commonly used abbreviations in aviation are listed below and normally spoken using the constituent letters, rather than the spelling alphabet, except that those indicated by normally spoken as complete words. For example, ACC — Area control centre; ADF — Automatic direction finding equipment; DME — Distance measuring equipment; ETA — Estimated time of arrival, LORAN — long-range air navigation system; MNPS — Minimum navigation performance specifications [7]. The investigator gives the examples of the usage the abbreviations and differentiate them into several directions of aviation, such as: names of organizations, departments, commissions: ICAO – International Civil Aviation Organization, NASA — National Aeronautics and Space Administration, CAA — Civil Aviation Authority. Some international English abbreviations are often pronounced in the same phonetic form as in English pronunciation. For example, ICAO is pronounced as [ai'keo] in Ukrainian as well as in English. Also, there are well-known aviation abbreviations, which are widely used at flight operations and air traffic control: RVSM — Reduced vertical separation minimum; AIP — Aeronautical information publication/

The peculiarities and good examples of aviation terminology translation are also presented in T. Zhuravel issues [9, p. 2]. The investigator notes, that in English aviation literature logical or emotional emphasizing of main facts is common [9, p. 2]. This is achieved by the use of a particular word order (inversion) and special constructions. Special attention should be paid to the markers, because they play an important role in identifying grammatical context: 1) nouns are identified by definite and indefinite articles and numerals (a, the, some, this, my, three); 2) adjectives are identified by suffixes (-al, -y, -ant, -ive) and by the position in a sentence (after a noun marker, after a noun, after a link-verb); 3) verbs are identified by verb forms (to be, to

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have, to do), modal verbs and by the position in a sentence; 4) prepositional phrases are identified by prepositions (in, out, over, through, below).

Conclusions.

Contextual translation of aviation terminology (CTAT) relies on a lightweight translation model utilizing a full form bilingual dictionary and a sophisticated decoder using long-range context avia notion-grams and cascaded overlapping. The translation process is enhanced via in-language substitution of tokens and phrases, both for source and target, when top candidates cannot be confirmed or resolved in decoding. Substitution utilizes a synonym and near-synonym generator implemented as a corpus-based unsupervised learning process of future pilots. Decoding requires a very large target-language-only corpus, and while substitution in target can be performed using that same corpus, substitution in source requires a separate (and smaller) source monolingual corpus.

Thus, the presented study allows to distinguish such methods of translation of foreign language aviation terminology and technical aviation text that will be effective in the process of foreign language preparation of future pilots, such as content content analysis, comparative content analysis, verbal translation and interpretation, contextual. Effective stages of contextual translation will be: oral review, brief translation, verbal translation, multiple choice method and interpretation of interpretations, content and comparative content analyses. The contextual translation method, which is presented in the article as a means of authentic interpretation of English-language aviation terminology and texts is not exhaustive and final in the context of foreign language training of specialists in the aviation industry (pilots), since the range of translation methods can be expanded and refined, which provides the prospect of further exploration of the outline directly.

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