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FEATURES OF FOREIGN LANGUAGE COMPETENCE OF FUTURE AVIATION INDUSTRY ENGINEERS

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The study materials that will help expand the vocabulary of students will help understanding the meaning of the term and its application better, are learnt in this article. Systematizing terms can greatly improve the process of mastering aviation lexical units. Therefore, dictionaries can be considered as

educational materials for practical and independent work of students. A brief overview of dictionaries and their types are provided. The main features and advantages of each species are also identified. The possibilities of using Internet technologies and services for collective creation of thesauruses are considered. The development of a creative personality is one of the priority tasks of higher education institutions of Ukraine. New trends in socio-economic, political and technical development, as well as a new educational concept, lead to the emergence of new requirements for the training of future engineers who can speak foreign language at a level that allows them to communicate with foreign employers, partners and colleagues confidently. As Vadaska S.V. points out, ordinary foreign language teaching has become an integral component of the modern education system, a tool that helps students achieve professional competence in their field [5, p. 4]. Today's knowledge of a foreign language opens many opportunities for future aviation engineers. It is especially important for the modern specialist in the field of non-linguistic specialties training to navigate the flow of scientific information and, of course, it is impossible to neglect information in a foreign language, to acquire theoretical fundamental knowledge as a basis of professional activity, and to be able to apply this knowledge practically. It is, of course, working with foreign language sources to find

and familiarize with the latest technologies, international cooperation in the educational and professional fields, communication at the domestic level, expanding socio-cultural knowledge, participation in various international events and projects, entering the international labour market. Ukraine is one of the countries in the world that has its own enterprises of the aviation industry and is competitive in this field. At all stages of the development of civilization, a special role has always been given to talented individuals, who, owing to their ability to create innovations, have been the main driver of the progress of society in all spheres of their lives. The twenty-first century is marked by the rapid renewal of technology and the intellectualization of work, raising the role of such a person to a new height, updating its importance as a leader of values of the information age and the key to the prosperity of the state. Talented young people are the future elite, political leaders and successful businessmen, well-known scientists and artists.

Therefore, in order to accomplish this task successfully, Ukrainian future specialists need to improve theoretical and practical knowledge not only of professional disciplines, but also of foreign language and to acquire a whole range of skills. Teaching the discipline “Foreign language for specific purposes” is able to meet the needs of students to acquire the necessary knowledge and skills.

The problem of formation of lexical competence of future specialists of aviation field is multidimensional and multifaceted, as evidenced by the intensification of scientific searches in the field of professional formation of future engineers, mastering them with the basic professional competencies necessary for future professional activity (Kovtun O., Melnik N., Omelyanenko N., Skibun N. and others). The theory and practice of teaching foreign languages in higher education were thoroughly investigated by I. Bim, O. Volchenko, P. Galskova, R. Grishkov, I. Zakiryanov, V. Kalinin, G. Kitaigorodskaya, Z. Konnov, A. Maksimenko, R. Martynov, N. Mykytenko, N. Mukan, L. Morskaya, S. Nikolaeva and others.

New approaches to the training of future aviation engineers require a radical overhaul of the foreign language teaching system at higher education institutions. They necessitate the use of updated content, innovative forms, methods and technologies of training, which ensure the maximum effectiveness of the implementation of modern educational programs of foreign language training of future engineers.

The aim of the article is to determine the features of the vocabulary of students of aviation field, to analyze different types of educational materials that will contribute to the formation of lexical competence. Consider the dictionary as a tool in the formation of

lexical competence of future engineers, point out the benefits of e-learning dictionaries and the possibility of their use in the process of learning a foreign language. It is important to determine that technologies will help the teacher and students to succeed in forming a foreign-language lexical competence.

The development of the theory and practice of teaching foreign languages to students of non-linguistic specialties reflects a long history of transformations in approaches to the organization of the educational process and the search for effective scientific and methodological concepts of foreign language training. Changes in the methodological approaches and technologies of teaching foreign languages to students of aviation industry should be considered in the broad context of what is happening in the modern globalized world in general and in particular in the field of national pedagogical education, which is on the verge of radical modernization. The specialty of this discipline is that it focuses on the study of the language in the context and on its use in real-world communication and professional activity. Thus, in order to achieve this goal, students must acquire knowledge of foreign language communication competence, which is a sign of professional competence. The materials should take into account the needs and interests of students, concentrate on relevant topics and contain tasks that

are aimed at training and improving the necessary knowledge and skills. Lexical competence can be considered as a component of communicative competence and the acquisition of lexical stock is a key component for successful communication skills. But it is a question of communication in the conditions of professional activity, so this issue becomes relevant and researched in the works of foreign and native authors. According to O. Tarnopolsky, lexical competence is a condition for the formation of professional communicative competence (Тарнопольский, 1999). According to Yu. Zhluktenko, it is possible to teach students vocational vocabulary only within the limits of certain selected topics, which will be the closest to the main issues of the profile disciplines of the faculty where they study (Жлуктенко, 1971). In order to study professional vocabulary successfully, it is necessary to define the number of lexical units by compiling a vocabulary-minimum of professional vocabulary that will serve as a standard. Thus, the volume of the proposed material is of great importance. After all, effective learning of students requires a minimum of new foreign language vocabulary that meets their needs and ensures the achievement of the goal. The study material should be elaborated on the basis of professional texts. In order to optimize perception and assimilation, the material must be presented by various means. Therefore, the availability of tables,

diagrams, graphs and other tools in the texts is desirable. Specialty texts are a source of vocabulary for students, an example of using vocabulary in a context that helps to specify the meaning of words, explain and refine their use in accordance with established language norms and standards (Полегонько).

In recent years, methods and forms of lexical competence have been considered. Some scholars have pointed out that vocationally-oriented texts are the main source for the formation of students' vocabulary (Баланаєва, 2013).

Others believe that vocabulary acquisition is related to memorization. They suggest a method when the term is used in different types of exercises and students need to speak, write, and see it several times. This method is followed by teachers, developing complexes of post-textual exercises in tutorials and textbooks. And this method is also noteworthy and has certain results. Professional foreign-language lexical competence is the ability to use lexical units in professional communication to address engineering issues. The aviation industry is closely linked to the different aviation disciplines and provides the basis for the expansion of lexical units.

The needs of modern society and its globalization have contributed to the growing importance of foreign language. Students understand that this is a background for successful employment, career

advancement, opportunities to improve their knowledge and experience abroad. Professional communication competence is a component of professional competence. Role-playing games, situational exercises, preparation of various projects, participation in students' competitions are used during practical work to improve communication skills. But professional communication depends on knowledge of terminology. Therefore, much attention is paid to the formation of lexical competence. There is a number of factors that need to be considered when developing aerospace students' vocabulary competence: it is the sheer volume of terms, the interrelation with many disciplines, the emergence of new materials and technologies that causes the emergence of new terms. There are several options for successful mastery of vocabulary: working with authentic professional texts, using distance courses to self-edit terms, and expanding your professional vocabulary. During the work with these educational materials, terms that belong to different departments of the aviation industry are introduced to students. For better learning, sources that systematize the material and significantly improve students' chances of developing professional lexical competence are offered. Such sources are dictionaries. Different types of dictionaries, their peculiarities and advantages are considered in the article. Due to their informative content, structured content, they can be used as

educational materials for the formation and improvement of foreign language lexical competence.

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