

YASHANOV M. S. *Electronic educational resources in the system of facilities of studies of disciplines of informatics future teachers of technologies.*

In the article modern theoretical approaches are considered in relation to application of electronic educational resources in the studies of disciplines of informatics. A value and essence descriptions of electronic educational resources is exposed, methods of their use in the system of preparation of informatics future teachers of technologies.

Keywords: *electronic educational resources, of informatively-communication technologies, innovative technologies, educating to informatic disciplines.*

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HOW TO ENCOURAGE FUTURE PILOTS TO SPEAK ENGLISH

(стаття подана мовою оригіналу)

In the given article an attempt has been made to disclose the ways of improving pilots' communication skills. In the process of research it has been found out that to encourage students to speak teachers should follow the recommendations: use group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, give some instruction or training in discussion skills, keep students speaking the target language. The motivating discussion activities include: describing pictures, picture differences, things in common, shopping list, solving a problem.

Keywords: *pilots' communication skills, fluency, interaction, phraseology, emergency situation, ICAO Language Requirements.*

Introduction. English language training for pilots focuses almost exclusively on improving their listening and speaking skills. Effective verbal communication is essential to ensuring safety in civil aviation. Communications are voice only, that is controllers and pilots talk to each other at a distance, through radiotelephony communications. The verbal message is the only communication tool at their disposal.

A certain degree of **fluency** is required because pilots receive information and instructions and they need to react accordingly. The **interaction** between pilots and controllers must be effective, as both parties need to be able to check, confirm and clarify when misunderstandings occur. Controllers and pilots require sufficient **vocabulary** to be able to communicate in both the routine and non-routine situations which may occur in their jobs. In addition, controllers and pilots need to have a good command of basic **grammatical structures** so that they can communicate information. And finally, pronunciation needs to be sufficiently clear and intelligible to the international aviation community.

Controllers and pilots learn to communicate in what is termed standard **phraseology** during their basic training, and they put it into practice on a daily basis. The phraseology is sufficient to communicate at least 95% of what pilots and controllers need to say. It consists of simple clear messages designed for routine situations. There is an absence of grammar, prepositions, complexity, words that are difficult to pronounce, words with ambiguous meanings, etc. The manual on standard phraseology can be simply memorized. Through repetition on a daily basis, controllers and pilots can become highly proficient in their use of phraseology. They can use and understand phraseology without necessity being able to speak or understand English.

The problem is that a good knowledge of phraseology, which is appropriate for exchanging expected routine messages, is not sufficient to deal with a non-routine situation. A non-routine situation may also be an emergency situation, or have the potential to develop into an emergency situation. For this reason pilots and controllers must have good communicative skills to be able to speak fluently.

Review of recent sources of research and publications. The analysis of sources has shown that the problem of communicative skills has been researched in context of pedagogical activity (G. Andreeva, G. Ball, O. Blinova, V. Kan-Kalik, N. Kuzmina, O. Koropetska, R. Nемов, V. Poltoratska, G. Popova, S. Tereschuk, M. Toba, K. Fastivets, T. Yatsenko, etc.). The research of specialists in Pedagogy and Psychology has proved that in complex of interconnected and interdependent factors determining efficiency of formation of all components of professional activity the systematizing link is communicative competency of a specialist the leading component of which is communicative skills.

Setting an objective. The objective of the article is to disclose the ways to improve communication skills of future pilots.

Presentation of basic material. The problem of effective oral communication in English from ground-to-air is becoming a key issue today. The language proficiency of a pilot and an air traffic controller is a factor contributing the aviation safety.

In speaking the main objective is arriving at 'mutual understanding' between those who communicate. In aviation – between a pilot and a controller. Speech behaviour of these two interactants is based on 'cooperative principle' [2] which means that a speaker should:

- make their contribution as informative as required;
- make their contribution true;
- make their contribution relevant;
- avoid obscurity and ambiguity;
- be brief and orderly (Harmer).

Sometimes students are too shy to speak or they have nothing to say or

they are afraid of making mistakes.

How can we encourage future pilots to speak English? There are a few tips to achieve this.

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

Classroom activities that develop learners’ ability to express themselves through speech would therefore seem an important component of a language course. Yet it is difficult to design and administer such activities. First of all, it is necessary to give definition to “an effective speaking activity”.

Characteristics of a successful speaking activity:

Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy [5, p. 120].

Our observation has shown that there can be the following problems with speaking activities:

Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

Mother-tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier,

because it is unnatural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language [5, p. 121].

What the teachers can do to solve some of the problems:

Use group work. This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

The students in groups may discuss the following questions:

- Do you believe in unmanned aviation?
- History of aviation is written in blood.
- Why is so much attention paid to air crashes investigation?

Base the activity on easy language. In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

When you give students the task to describe a picture with sequence of aircrafts, you may present such vocabulary to make it easier for students to speak: commercial, sequence, instrument, configuration, final, radar.

Make a careful choice of topic and task to stimulate interest. On the whole, the clearer the purpose of the discussion the more motivated participants will be. The topics should be professionally oriented. You may suggest discussing the following questions learning Airfield and Navigation Equipment Failure:

- Which navigation aids do you use in your job?
- What problems can occur when using the navigation aids?
- Have you ever had navigation equipment failure?
- How have navigation and ATC systems improved?
- What technology do you expect to see in the future?

Give some instruction or training in discussion skills. If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

Keep students speaking the target language. You might appoint one of the group as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

However, when all is said and done, the best ways to keep students speaking the target language is simply to be there yourself as much as possible, reminding them and modeling the language use yourself: there is no substitute for nagging [5, p. 121-122].

The given below discussion activities are to encourage future pilots and controllers to speak:

Describing pictures. This is a simple but surprisingly productive activity for beginner classes. The teacher may ask students to describe pictures with airplanes, waiting passengers and other aviation topics. One of the examples can be a picture with a fire in the Control Tower. While describing students are encouraged to use the words from the box: extinguish, fire damage, blackened, explosion, evacuate, fire fighting.

Picture differences. A well-known activity which usually produces plenty of purposeful question-and-answer exchanges. The vocabulary is specific and fairly predictable. The teacher may put down unknown words on the blackboard.

Things in common. An “ice-breaking” activity, which fosters a feeling on solidarity by stressing shared characteristics of participants. For example, one student says: “I am going to work as a pilot and Ivan, Dmytro are going to do the same. I have already flown Boeing 737 and Sergey and Vova have flown this plane too”.

Shopping list. Students imagine that they are in the miracle shop. They have a list of things which they may buy. They are to choose 4 things from the list. They should explain their choice. Future pilots are offered the following choice:

- good weather conditions during flights;
- flying the latest model of Boeing;
- excellent English listening and speaking skills;
- a big private house with all conveniences, a swimming pool and a tennis court;
- working as a pilot for Pacific International Airlines;
- perfect health;
- more free time;
- more patience;
- popularity.

Solving a problem. This is particularly suitable for people who are themselves adolescents, or involved with adolescent education. It usually works well, producing a high level of participation and motivation; as with many

simulation tasks, participants tend to become personally involved: they begin to see the characters as real people, and to relate to the problem as an emotional issue as well as an intellectual and moral one [5, p. 128].

The example of the situation can be the following: you are a private pilot of the President of Ukraine. You are flying to Russia at the present moment. The President and the members of delegation are on board now. Your plane is going to land in a few minutes in one of small airports. But weather conditions are not favorable and the airport does not have special equipment. You think it's dangerous to land but there is pressure from the President and the members of delegation. If you refuse, you may lose your job which is prestigious and well-paid. If you try to land your plane, everything may happen. What decision will you take in this situation?

When we speak about good communication skills, we must understand the final objective for training. Pilots and air traffic controllers must have excellent communication skills because they will have to take a test to get level 4 or 5. The requirements in this test are very high. Dr. O. Petrashchuk points out that in TEAP (Test of English for Aviation Personnel) the candidates are expected to participate in three parts aimed at speaking [4, p. 162].

In Part 1 the candidates are expected to interact with an examiner/interlocutor by responding immediately, accurately and appropriately to an examiner's/interlocutor's verbal questions on common and work-related questions; to speak briefly about him/herself and his/her work place/area of aviation operations activities.

In Part 2 the candidates are expected to demonstrate oral discourse guided by printed and aural prompts on an unusual/emergency situation. They are expected to speak spontaneously and accurately on issues related to non standard situations according to the topic in the cue cards/sound file.

In Part 3 the candidates are expected to demonstrate oral discourse guided by visual prompts. They are expected to give detailed description of a photo and to supplement the description with their comments/opinion/on the situation/event depicted [4, p. 162].

Throughout the whole interview for minimum operational level the candidates are expected to be able to:

- speak fluently on common, concrete and work-related topics;
- produce oral speech in stretches of language at an appropriate tempo;
- confirm, negotiate, clarify if needed;
- understand a communicator by responding immediately, informatively and appropriately;
- use fillers, connectors appropriately;
- take turn to maintain/initiate interaction;
- paraphrase if needed;
- continue to communicate effectively in unexpected turn of events or when

confronted with linguistic or situational complication;

– keep fluency though it may be slower and clarification strategies may be used;

– communicate accurately with proper pronunciation, intonation, range of vocabulary and good control of basic grammatical structures;

– provide information relating to present, past or future events;

– provide information concerning necessity, feasibility, capacity;

– express agreement/disagreement, appreciation, opinions;

– describe events, people, place, sequence of events, procedure or process;

– compare, explain, justify, assess, present, instruct, advise, approve, permit, etc. [4, p. 162].

Conclusion:

It is crucial for pilots and air traffic controllers to have excellent communication skills to provide safe flights. The good knowledge of phraseology is sufficient in 95%, but in emergency situations good and understandable communication may save the lives of pilots and their passengers. According to statistics human factor is a leading cause of air crashes. We should try to do our best to decrease the number of air crashes due to human factor.

Sources:

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МУРАВЬСКА С. М. Як мотивувати майбутніх пілотів розмовляти англійською мовою.

У статті зроблено спробу розкрити способи покращення комунікативних навичок пілотів. У процесі дослідження було встановлено, щоб мотивувати студентів розмовляти англійською мовою, викладачеві необхідно слідувати таким рекомендаціям: використовувати роботу в групах та зрозумілу мову, обережно обирати тему та завдання для стимулювання цікавості, надавати інструкції або тренувати студентів у застосуванні дискусійних навичок, слідкувати за тим, аби студенти розмовляли іноземною мовою. До мотивуючих дискусійних видів діяльності належать такі: опис картинок, знаходження відмінностей на картинках, спільні речі, список покупок, вирішення проблеми.

Ключові слова: комунікативні навички пілотів, вільне володіння мовою, взаємодія, фразеологія, надзвичайна ситуація, мовні вимоги ІКАО.

МУРАВСКАЯ С. Н. Как мотивировать будущих пилотов разговаривать на английском языке.

В данной статье сделана попытка раскрыть способы улучшения коммуникативных навыков пилотов. В процессе исследования было установлено, чтобы мотивировать студентов разговаривать на английском языке, преподавателю необходимо выполнять такие рекомендации: использовать работу в группах и понятный язык, осторожно выбирать тему и задания для стимулирования интереса, предоставлять инструкции или тренировать студентов в использовании дискуссионных навыков, следить за тем, чтобы студенты разговаривали на иностранном языке. К мотивирующим дискуссионным видам деятельности относятся такие: описание картинок, нахождение отличий на картинках, общие вещи, список покупок, решение проблемы.

Ключевые слова: коммуникативные навыки пилотов, свободное владение языком, взаимодействие, фразеология, чрезвычайная ситуация, языковые требования ИКАО.