

CURRENT ISSUES OF FUTURE PILOTS' READINESS FOR PROFESSIONAL INTERACTION IN A FOREIGN LANGUAGE

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Summary. The article discusses the current aspects of the cadets' readiness of a military institute to professionally oriented interaction in a foreign language. It substantiates the need for a new paradigm of their training based on the development of the ability to conduct professional communication in a foreign language environment. Structural components, substantive aspects were identified because of the system analysis and the technology of the implementation of the cadets' special training was described to improve foreign language intercultural competence of future officers.

Keywords: Professionally oriented interaction, military pilots, foreign languages.

GƏLƏCƏK PİLOTLARIN XARİCİ DİLDƏ PEŞƏKAR BİRGƏ FƏALİYYƏTƏ HAZIRLIĞININ MÜASİR MƏSƏLƏLƏRİ

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Xülasə. Məqalədə hərbi institutun kursantlarının xarici dildə peşəkar yönümlü qarşılıqlı fəaliyyətə hazırlığının cari aspektləri müzakirə olunur. Xarici dil mühitində peşəkar ünsiyyət qurmaq bacarığının inkişafı əsasında onların təliminin yeni paradigmasının zəruriliyi əsaslandırılmışdır. Sistemin təhlili nəticəsində struktur komponentləri, mahiyyəti aspektləri müəyyən edilmiş və gələcək zabitlərin xarici dil mədəniyyətlərarası səriştəsini artırmaq üçün kursantların xüsusi hazırlığının həyata keçirilməsi texnologiyası təsvir edilmişdir.

Açar sözlər: Peşəkar yönümlü birgə fəaliyyət, hərbi pilotlar, xarici dillər.

АКТУАЛЬНЫЕ ВОПРОСЫ ГОТОВНОСТИ БУДУЩИХ ПИЛОТОВ К ПРОФЕССИОНАЛЬНОМУ ВЗАИМОДЕЙСТВИЮ НА ИНОСТРАННОМ ЯЗЫКЕ

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Резюме. В статье рассматриваются современные аспекты готовности курсантов военного вуза к профессионально-ориентированному взаимодействию на иностранном языке. Обосновывается необходимость новой парадигмы их обучения, основанной на развитии умений вести профессиональное общение в иноязычной среде. На основе системного анализа выявлены структурные компоненты, содержательные аспекты и описана технология реализации специальной подготовки курсантов по повышению иноязычной межкультурной компетентности будущих офицеров.

Ключевые слова: Профессионально-ориентированное взаимодействие, военные летчики, иностранные языки.

1. Introduction

Qualitative professional training of future specialists of different fields in Azerbaijan 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 [5]. 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.

2. Main part

A radical change in the military doctrine of the Republic of Azerbaijan in the context of growing international and interstate tensions raises the level of requirements for the professional and communicative competencies of cadets of military universities. The new organizational and technical capabilities of the Azerbaijan Army, manifested in the dynamism of the processes of updating weapons and equipment, introducing the latest information technologies, improving the forms and methods of warfare, give rise to the need to change the paradigm of training a future officer. Adequate to the modern processes of modernization of the Azerbaijan Army, the paradigm of training cadets is based on the notion that a foreign language is not only a means of learning, communicating, receiving and accumulating information, but also allows you to form the readiness and ability of future officers to conduct professional communication with representatives of other cultures and in a different language environment.

In this approach, the ability of specialists to communicate freely in a foreign language becomes the leading component of the structure of professional training of military cadets. This implies practical knowledge of a foreign language, the ability to interact in a foreign-language environment, to carry out foreign-language oral communication and establish contact to obtain and transmit certain information when solving professional tasks. All this necessitates the need for military higher education institutions for professionally oriented interaction in a foreign language.

One of the important indicators of the effectiveness of training at a military university can be the cadets' personal understanding of their own readiness for professional interaction in a foreign language. Whatever potential opportunities for future professional activity the cadet may have, they can be realized only if the future military pilot is aware of them and confident in his own readiness to implement them.

The purpose of the study of the phenomenon of military cadets' readiness for professionally oriented interaction in a foreign language, on the one hand, is aimed at resolving the contradiction between the increased demand of society and the state for officers capable of intercultural communication in the context of globalization and the existing practice of linguistic training of cadets. On the other hand, it is necessary to conduct a systematic analysis of scientific works interpreting the concept "readiness" and to formulate the definition of the concept "readiness of future military pilots for professional-oriented interaction in a foreign language", to identify and describe the main components of readiness. To solve the problem of identifying and selecting effective ways and means of developing foreign language intercultural competence of future officers an attempt is made to investigate the factors, components and pedagogical conditions purposefully influencing the efficiency of this process.

The readiness of flight cadets to professionally oriented interaction in a foreign language implies the formation of a wide range of competencies defined by the state educational standards and qualification requirements for officer positions. At the initial stage of the analysis we will try to disclose the key concepts of this research work. "Communication" is understood as a complex process of interaction between people, exchange of information, as well as partners' perception and understanding of each other. Philosophical dictionaries define the meaning of the word communication as "a type of interaction between people, involving information exchange" [14]. Trying to reveal the relationship and conditionality of the concepts "communication" and "interaction", O.Yu. Efremov emphasizes that "in the process of achieving the goals of social relations the participants of the activity interact with each other"[3]. Under this approach, the interaction of subjects implies the presence of attributes of goal-setting, while communication acts as a means organizing the personal space of a person, ensuring the mutual exchange of necessary information, stimulating emotions, feelings, motives and patterns of action, on the basis of which the relations of subjects are established and developed. Recently in Azerbaijan pedagogical science game forms of interaction in educational, including virtual, environment have been more active researched.

Thus, professionally oriented interaction of military pilots in a foreign language can be consider synonymous with joint professionally oriented cooperation or communication in a foreign language in military aviation. The importance of military pilots' readiness for professionally oriented interaction is assess quite highly. Communicative interaction between a military pilot and a specialist air traffic organize involves exchanging information, organizing joint actions, and establishing mutual understanding. Communicative interaction between a military pilot of an aircraft and an air traffic organizer specialist during a flight can be considered a joint activity in the course of which the crew and air traffic operator exchange accurate and unambiguous information, solve operator tasks and provide positive feedback in the process of professional verbal communication to ensure flight safety.

The complexity of this process is determine by the fact that at the international level, military pilots must interact in a foreign language. This requires a sense of readiness, i.e.,

confidence in one's knowledge and abilities. Readiness is a prerequisite for successful professional performance. Many authors have considered the formation of readiness within the framework of any professional activity as a process, which has certain features and regularities. So A.Z. İbatova interprets "readiness" as "an integrative personal education, which includes knowledge and skills, positive motivation necessary for successful implementation of a certain type of professional activity" [4]. I.V. Kadina defines professional readiness as "a complex psychological and pedagogical phenomenon that includes interrelated psychological features and moral qualities of a personality, socio-valuable motives of occupational choice, ways of behavior, special professional knowledge, skills and abilities" [5]. She singles out the following types of readiness in the structure of a specialist's readiness for practical activity: motivational, theoretical, practical, evaluative. A separate block is the information component of professional readiness, characterized by the skills and abilities to work with modern information sources.

An important aspect of the theoretical understanding of the phenomenon of "readiness" is to identify relationships and dependencies between "readiness" and "competence". According to S.V. Volkova, the signs of communicative readiness are communicative competence along with sociability, activity of an individual who realizes the goals, conditions and ways of action, as well as predicting the results [2].

P.I. Obraztsov differentiates the meanings of the concepts "readiness" and "competence", noting that communicative competence is only a part of professional readiness [12].

We consider readiness for professionally oriented interaction to be a complex dynamic system, which implies a certain level of personal development of interaction subjects. The structure of future military pilots' readiness for professionally oriented interaction in a foreign language can consist of the following components: motivational-valuable, cognitive, activity and emotional-volitional. The motivational-valuable component of a future officer's personality orientation reflects motives and value attitudes. An important aspect of forming a positive motivation of a personality is the value attitude towards the received and transmitted information. The cognitive component characterizes the level of cadets' knowledge of forms and types of communication used in professional military activity. The active component of the interaction reflects the level of formation of skills and abilities in military communicative activity.

For the emotional-volitional component, positive emotions in the interaction process, the ability to interact in stressful and extreme conditions, as well as to display positive personal qualities necessary for effective military interaction, the presence of endurance and perseverance are important. The cultural aspect plays quite a certain role in the formation of readiness to interaction in the professional sphere. Exactly in the space of culture a person "produces cultural values, and as a producer of culture he generates new cultural forms or

creatively interprets them in his own way" [13]. Culture in the military sphere has its own peculiarities, which must be taken into account. The level of linguistic, linguistic, communicative and rhetorical knowledge and skills is important in the language culture, with the help of which the speech activity is realized on a moral-value basis.

An important aspect of shaping the readiness of military cadets for professionally oriented communication is the pedagogical context. The technology of shaping the readiness of cadets for professionally oriented interaction is a whole system of psychological, general pedagogical, didactic procedures of interaction between teachers and cadets, officers and cadets, as well as cadets among themselves. It is aimed at implementing the content, methods, forms and means of training that are appropriate to the goals of professional education and future military communicative activities. It is equally important to take into account cadets' individual capabilities in training.

O.A. Kornilova singles out positive motivation, clear formulation of cognitive tasks, awareness of acquired new knowledge as personal value [6];

G.E. Kozlovskaya emphasizes the importance of using opportunities of academic freedom not violating rights and legitimate interests of participants of educational relations [7];

E.A. Vasilevskaya and E.B. Nikulina, developing a prognostic model of specialist training, highlights the values of social status, career opportunities and development horizons in the structure of students' individual motivation [1].

Within the pedagogical context of military cadets' readiness for professionally oriented communication, it is important to create the necessary conditions for professionally oriented learning and apply appropriate technologies. The goal of professionally oriented learning is the use of language by students in specific situations of professional communication. Any language for special purposes is considered as a system formed on the basis of grammar, morphology and syntax of a common language, which includes terminological vocabulary. English used in various professions has a specific format and grammatical structure. Thus, for military pilots there is its own terminology adopted by the international organization ICAO. Cadets are taught aviation English, which contains this terminology, as well as radio communication and negotiation in the sky.

To achieve high quality in professionally oriented foreign language teaching it is necessary to develop interdisciplinary integration based on building interdisciplinary links of a foreign language with other subject disciplines.

As T.L. Kucheryaeva notes, "educational materials should be oriented to the latest achievements in a particular field of activity, timely reflect scientific discoveries, innovations concerning students' professional interests, give them an opportunity for professional growth"[8]. The world of military aviation is intensively developing, new equipment and armament appear and when developing up-to-date, modern material in a foreign language it is necessary to take into account the achievements of technical progress in order to increase the cadets' interest in the lessons, being taught.

When teaching foreign language to military pilots, the ICAO requirements and standardized requirements for their proficiency in professionally oriented English are taken into account. In English language classes at military flight schools, we use educational and verbal situations that have stimulating and learning functions. In situations, it is necessary to use statements relevant to reality, exclude outdated expressions. Created speech situations help to consolidate lexical units and grammatical structures. The effectiveness of learning is increased by a careful selection of texts, audio and video materials and their methodologically verified application in the classroom.

Conclusion. The system analysis of scientific works on the stated problem allows us to conclude that one of the most effective approaches for the development of foreign language intercultural competence of future military pilots is the formation of readiness of military university cadets to interact in professional sphere in a foreign language. The content aspects of military university cadets' readiness for professionally oriented interaction in a foreign language that we have considered have a wide enough range of application and have a high potential for improving language communicative competences of both future and current military pilots. Systemic research of a wide range of aspects and components of communicative readiness allows not only expanding theoretical ideas and methodological foundations of professional training of future military pilots, but also to adjust, improve, enhance the quality of the educational process and training of graduates as a whole. Cadets' interest in professionally oriented language increases when the content and methods of linguistic training, are profiled to solve service and combat tasks, which allows increasing their motivation, justify the practical value and prospects of using the acquired knowledge, orient them towards success in any type of professional activity and career development.

The study shows that man flight students do not have adequate linguistic and strategic skills to cope with life and flight school in an English-speaking country and that many instructors lack accommodation skills to provide necessary help. However, more recent ELF research has shown that there are no universally teachable features of ELF and so alternative suggestions have to be proposed, in this case for the preparation of a initio flight students who want to pursue flight training in an English-speaking environment. Assuming that the development of accommodation skills among many instructors will be slow, as it is usually not a mandatory part of their training, have to be enabled, at least for the foreseeable future, to communicate with-ideally before they start flight training in an English-speaking environment. English courses for flight training should thus, on the one hand, include the learning of communicative strategies often summarized under the umbrella term ELF awareness.

On the other hand, these courses cannot neglect the linguistic skills-such as basic structures of English, the active command of a widely understood accent of English and passive familiarization with a variety of different accents. Necessary for efficient and effective

communication in English, as even the best knowledge of strategic skills cannot fully make up for a severe lack of language proficiency. The focus concerning both aspects should replace on spoken communication, particularly in countries where written communication is still dominant and oral skills a frequently neglected in the regular language classroom. Additionally, future flight students who plan to do their training in an English-speaking environment should be convinced that an early acquisition of linguistic and strategic skills, i.e. communicative competence, is an important asset for flight training and their further career, and not a waste of time and resources.

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