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ДИСКУСІЯ ЯК ОДНА ІЗ СКЛАДОВИХ МЕТОДИКИ ФОРМУВАННЯ ІНШОМОВНИХ КОМУНІКАТИВНИХ УМІНЬ МАЙБУТНІХ ДИСПЕТЧЕРІВ УПРАВЛІННЯ ПОВІТРЯНИМ РУХОМ

Метою дослідження є визначення ролі дискусії в освітньому процесі, а саме у вивченні англійської мови професійного спрямування майбутніми диспетчерами управління повітряним рухом в авіаційному закладі вищої освіти для досягнення найвищого рівня іношомовних комунікативних умінь.

У дослідженні охарактеризовано особливості дискусії та виокремлено завдання, на вирішення яких спрямований метод групового обговорення. Окреслено дві форми проведення групових дискусій, а саме: обговорення проблемних ситуацій і аналіз процесів міжособистісної взаємодії, які уможливають формування вербальних комунікативних умінь майбутніх диспетчерів управління повітряним рухом, та навичок говоріння й слухання, що є вкрай важливим, тому що англомова підготовка авіаційних фахівців сфокусована саме на вдосконалення цих навичок.

У роботі розглянуто три групи навчальних дискусійних стратегій. Особлива увага приділена "сталим стратегіям", які не є самостійними, а інтегровані з іншими стратегіями, що потребують певний час для їхньої підготовки. Наведено приклад однієї із "сталих стратегій", проаналізовано переваги використання та окреслено рекомендації для її проведення.

Визначено шляхи для імплементації дискусії у навчальний процес, зокрема в методику формування іношомовних комунікативних умінь майбутніх диспетчерів управління повітряним рухом.

Обумовлено правила, яких викладач має дотримуватись під час проведення дискусії на заняттях з англійської мови професійного спрямування, основне з яких – створення атмосфери довіри й взаємоповаги.

Без сумніву, розглянутий у статті активний метод навчання, а саме дискусія, її переваги, уможливають інтерактивність майбутніх диспетчерів управління повітряним рухом та формування їхніх іношомовних комунікативних умінь.

Ключові слова: авіаційний фахівець, активні методи навчання, англійська мова професійного спрямування, обмін ідеями, технології навчання.

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DISCUSSION AS ONE OF THE METHODOLOGY'S COMPONENTS OF THE FORMATION OF FUTURE AIR TRAFFIC CONTROLLERS' FOREIGN LANGUAGE COMMUNICATIVE SKILLS

The aim of the study is to determine the role of discussions in the educational process, namely in the study of Aviation English by future air traffic controllers in aviation higher educational establishments in order to obtain a high level of foreign language communicative skills.

The paper characterises the main features of the discussion and highlights the tasks for which the method of group discussion is aimed. Two forms of group discussions have been outlined, namely: discussion of specific situations and analysis of interpersonal interaction processes, which make it possible to form verbal communicative skills of future air traffic controllers, as well as speaking and listening skills, because English language training of aviation specialists focuses almost exclusively on improving these skills.

The paper considers three groups of instructional discussion strategies. Particular attention is paid to "ongoing strategies" that are not independent, but integrated with other strategies that require some time for their preparation. An example of one of the "ongoing strategies" is given, the advantages of use are analyzed and recommendations for their implementation are outlined.

The ways for the discussions' implementation in the educational process, in particular in the methodology of formation of future air traffic controllers' foreign-language communicative skills, have been determined.

The rules that the teacher must adhere to during the discussions at Aviation English classes are specified, the main of which are creating an atmosphere of trust and mutual respect.

It goes without saying that the active method of teaching considered in the article, namely the discussion, its advantages, enable the future air traffic controllers' interactivity and the formation of their foreign language communicative skills.

Key words: aviation specialist, active methods of teaching, Aviation English, exchange of ideas, teaching technologies.

Statement and substantiation of the problem relevance. Traditionally, the communicative culture and communicative competence of an individual were formed in the process of mastering the norms, rules, and skills that were developed in the groups and teams where a person was realized. Technological progress, the expansion of the circle of people whose professional activities are closely related to communication, the problematic nature of communication caused by the rapid dynamics of modern life with the constant breaking of various stereotypes, including those related to the field of communication – all this makes it possible to develop and improve conceptual approaches and programs for future specialists' training for professional communication with a high level of communicative skills. The result of the students' communicative skills formation during their studies in aviation higher educational establishments should be a highly qualified specialist with a high level of communicative skills which are necessary for future professional activities.

Analysis of current research. There are different approaches to solving the problem of communicative training of future specialists. Summarizing the results of research by S. Amelina, N. Butenko, M. Vasylieva, N. Volkova, N. Hryshchenko, M. Isaienko, I. Kodliuk, O. Kretova, V. Liventsova, S. Ryabushko, L. Savenkova, O. Tur, devoted to this problem, we can distinguish number of the communicative training features: complexity content in the formation of communicative, interactive, perceptual skills; focus on the formation of humanistic communication; development of the personality mental properties, which include: empathy, the need for communication, flexible and creative thinking, sociability.

The range of the issues raised by the above authors is very wide, but the practical application of new methods and forms in the foreign language communicative training by the aviation high school teachers is still unresolved.

The purpose. Therefore, the purpose of the article is to determine the role of discussion in the educational process, namely in the study of Aviation English in higher educational establishment by future air traffic controllers (ATCs) in order to obtain a high level of foreign language communicative skills. To achieve this goal, the following tasks should be performed: to characterize the features of discussions and their benefits as active ways of teaching; to identify the ways to implement discussions in teaching process, in particular in the methodology of formation of future ATCs' foreign language communicative skills.

The main material of the study. The methodology of formation of future ATCs' foreign language communicative skills is a system based on the interconnection of the following elements: methods, techniques and means of training, training exercises that model the ways of ATCs' communication in

situations of professional interaction and they are aimed at formation of communicative skills. Based on this, the methodology of formation of future ATCs' communicative skills includes a set of organizational forms and methods of communication training: diagnostic and individual counseling work; modeling and analysis of specific situations of professional communication; group discussions aimed at discussing professional communication; role-playing and business games; reading and discussing scientific and popular science literature, watching videos on professional communication, creative tasks for independent extracurricular activities. In general, the methodology of formation of future ATCs' foreign language communicative skills includes three stages: diagnostic and theoretical stage, practical and activity stage, and creative and evaluation stage [4, p. 77 – 78].

Within the framework of our research, we consider the second, practical-activity stage of the methodology of formation of future ATCs' foreign language communicative skills in the process of Aviation English training, which involves creating conditions for students to test new ways and models of professional communication. To realize this goal, it is necessary to use active methods of teaching, namely: group discussions, business games, practical exercises, role-playing of the most typical situations of ATCs' professional communication. Each student should be able to experience a variety of techniques and models of professional communication. A significant advantage among active methods of teaching is given to business and role-playing games, analysis of specific situations and group discussions.

It should be noted that the analysis of specific situations, business games and role plays as one of the best ways to organize foreign language communicative studying and the most common forms of active learning, means and methods of preparation and adaptation to professional activities and social contacts, have been reviewed by us in previous studies. In our last study we have come to conclusion that business game as a form of quasi-professional activity, allows intensifying the educational, cognitive and communicative activities of students, because the structure of future professional activities of ATCs are reproduced in the game educational model the best. Students have an actual need for communication skills, not the teacher, but the students organize and regulate educational activities. Thanks to these features of the business game, they form a holistic view of future professional activity; develop both subject-professional and social experience [2].

Discussion is a public debate of a controversial issue that stimulates students' communication activity, thereby contributing to the improvement of their communicative skills. The object of the discussion can be both specially formulated problems and cases from

the professional practice of the future ATCs, and it is also possible to focus on interpersonal relations.

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand. A defining feature of discussion is that students have considerable agency in the construction of knowledge, understanding, or interpretation. In other words, they have considerable "interpretive authority" for evaluating the plausibility or validity of participants responses [5].

In Aviation English classes, the group discussion method helps to solve the following tasks, namely: 1) to teach future ATCs to analyze real-life situations, formulate a problem, and separate the important from the unimportant; 2) to instill the ability to listen and interact with other participants; 3) to model particularly complex contingencies when the most competent specialist is unable to cover all aspects of the problem; it is important that the team is the basis for making particularly important decisions; d) to demonstrate the unambiguity of the only right decision, which is characteristic of most problems [4].

The discussion provides an excellent opportunity to identify different positions of students on a particular issue or on a controversial issue. In order for the discussion to be frank, it is necessary to create an atmosphere of trust and mutual respect in the audience. It is advisable to practice two forms of group discussions: discussion of specific situations inherent in the professional communication of the future ATCs, and the analysis of interpersonal interaction processes, that spontaneously arise in the group. Undoubtedly, group discussions allow future ATCs to form verbal communicative skills, namely: the ability to develop and make decisions based on an assessment of the situation, according to available, often insufficient information; the ability to carry out unprepared communication according to the communicative situation, which is caused by the occurrence of unpredictable flight conditions caused by human and technical factors; ability to analyze situations of professional communication; to expand the field of awareness of possible ways of communication in conflict situations of professional interaction, etc. and to develop non-verbal communicative skills – the ability to own the voice, its range, intonation, volume, timbre, rhythm, pitch. Group discussions encourage the formation of the ability to listen, argue, prove one's point of view, actively defend one's own position, interact productively with other participants in the discussion, the ability to predict potentially conflict situations of communication and resolve them [4, p. 80 – 81].

Some researchers emphasize, and we fully agree, that purposeful group discussion of specific professional issues is achieved primarily in discussion. It involves teamwork, exchange of views and decision-making. The discussion reveals different points of communicators' view and allows them to form their

own views on the problem. It is known that the discussion is one of the most effective methods of group interaction. It is aimed at exchanging views, solutions, information, proposals, comparing ideas. The discussion is used to discuss questions, topics or problems that do not have unambiguous answers and for which there are many solutions [3].

Organizationally, discussions are divided into the following stages: defining goals and topics; collecting information (knowledge, judgments, opinions, new ideas, suggestions of participants) on the problem under discussion; organizing, interpreting and jointly evaluating the information discussed (possibly developing a collective decision); summarizing the discussion (comparing the goal with the results obtained). Various techniques can be used during the discussion: argumentation (a set of arguments in favor of a statement), debate (exchange of opinions on certain issues), demonstration (logical reasoning in which the truth or falsity of a hypothesis is concluded on the basis of arguments), logo mania (a type of dispute in which participants, not knowing the subject of the dispute, deny each other's arguments or disagree with each other), inaccurate statements, polemics (a dispute to defend one's point of view and deny the opinion of an opponent) [1].

That is why it is advisable to create professionally oriented discussions, linking them to the ATCs' future specialty and using appropriate specialized vocabulary. Such discussions can be based on information from ICAO rules and regulations, air crash investigations videos, the read texts and articles etc.

Discussions are effective ways to develop speaking and listening skills of future ATCs, which is of paramount importance, because English language training of ATCs and pilots focuses almost exclusively on improving their listening and speaking skills.

Based on the experience of Jennifer Gonzalez, a teacher of English, we separate the class discussion strategies into three groups. The first batch contains the higher-prep strategies, formats that require teachers to do some planning or gathering of materials ahead of time. Next come the low-prep strategies, which can be used on the fly when you have a few extra minutes or just want your students to get more active. The last group is the ongoing strategies. These are smaller techniques that can be integrated with other instructional strategies and don't really stand alone [7].

We would like to share one of the ongoing strategies – Think-Pair-Share, which can be used any time you want to plug interactivity into a class. Think-Pair-Share is an instructional strategy where the teacher stops lecturing and asks students to consider a question (think), turn to a partner (pair), and discuss a response with a partner (share).

Think-Pair-Share has a lot of benefits involving students in foreign language environment, namely: 1) It breaks content into bite-sized pieces. The brain can only process so much at one time. To learn material, you need to interact with it. Think-Pair-Share offers a quick way to do it. 2) It gets students active. It takes them out of "sitting and getting" mode and puts them into talking mode. Verbally processing the material creates new pathways for learning it. 3) It provides novelty. Talking with a peer is a unique experience

with the content, this makes it more memorable. 4) It allows for formative assessment. If you listen as students talk, you can immediately gauge who gets it and who doesn't. 5) It requires almost no preparation. You can literally call for a Think-Pair-Share. Share any time, with nothing planned in advance [6].

There are also some recommendations while conducting this ongoing strategy. 1) It's necessary to tell students about the benefits of the strategy in order to get better participation. 2) Pairs should be set up ahead of time. If partners are chosen before you start, everyone will be ready when you ask the first question. 3) A teacher has to select a "Person A" and a "Person B" or whatever you want to call them. During the share, it's necessary to announce whose turn it is and switch halfway through. This ensures equal participation. 4) A teacher has to give students some direction about what they should discuss. If you just tell them to talk, the conversations may lack quality. 5) Teachers are to listen! Instead of checking e-mail or turning out, a teacher should circulate and listen to student discussions in order to get valuable information about student understanding and keep them on task. 6) And the last point is debrief. After pairs discuss, a teacher has to call on a few to share with the class [6].

Using the method of discussion in the Aviation English classes, we have come to conclusion that teachers should follow the following rules, notably:

- 1) Encourage each student to participate in the discussion to be able to express their own opinion.
- 3) Encourage students to communicate with each other.
- 4) Give them the opportunity to think for themselves without burdening their own point of view (only if they themselves are interested in it).
- 5) Listen carefully to students and show your interest in the thoughts, assumptions of students.
- 6) Encourage discussion participants to listen and hear each other.
- 7) It is not necessary for students to analyze, discuss questions until they receive an answer to them. It can be homework – to analyze and come to a certain conclusion.
- 8) Encourage students to be serious about discussing the topic.
- 9) Discussion is a practice of speaking, i.e. the practical part. Therefore, immediately before the discussion, repeat the theoretical part – the necessary rules of the English language, for example, the use of tenses or constructions, and learn the keywords and most common phrases that can be used during the discussion.
- 10) Support each student.

Conclusions and prospects for further researches of directions. Thus, practical and activity stage of the methodology of formation of future ATCs' foreign language communicative skills in the process of Aviation English training encompasses creating conditions for aviation specialists to try out new practices of professional communication. Discussions, as active ways of teaching, induce future ATCs' communication activity, thereby contributing to the improvement of their foreign language communicative skills. The further research on the use of discussions in the Aviation English teaching is related to the analysis of the new groups of instructional discussion strategies that will be added in the improvement process of future ATCs' foreign language training.

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ОСОБЛИВОСТІ РОБОТИ НАД ЛЕКСИКОЮ НА ЗАНЯТТЯХ З ПРАКТИЧНОГО КУРСУ НІМЕЦЬКОЇ МОВИ

У статті розглянуто роботу із засвоєння та удосконалення лексичних навичок на заняттях з практичного курсу німецької мови на мовному факультеті вищого навчального закладу. Для вироблення комунікативної компетентності філолога, вчителя іноземних мов, обов'язковою складовою є формування лексичної компетентності. На основі аналізу теоретичних джерел встановлено, що ключовими поняттями проблеми наукової статті є такі: лексика (як практичний, так і теоретичний аспект), лексична навичка, лексична компетентність та лексичні знання. Навчання лексики є засобом для оволодіння вміннями з усіх видів мовленнєвої діяльності, таких як говоріння, аудіювання, читання та письмо, які формують комунікативну компетентність.

Зокрема, зазначено труднощі у засвоєнні інішомовної лексики, як то: довгі, багатозначні, службові слова; абстрактні поняття та сталі словосполучення, які слід враховувати у процесі роботи над лексикою. Автор також пропонує до уваги короткий аналіз навчально-методичних комплексів DU 2 та DU 3, який включає в себе основні вимоги до здобувачів освіти у плані оволодіння лексичним складом німецької мови та приклади вправ і завдань з окремих розділів підручника, які спрямовані на закріплення лексичних знань та удосконалення процесів оперування вокабул яром, визначеним програмою та тематикою.

Особливу увагу приділено розгляду питань, які стосуються технології опрацювання лексичних одиниць, які можуть виступати у вигляді 1) окремих слів та лексем; 2) стійких сполучень (прислів'їв та приказок, ідіоматичних виразів, стилістичних або контекстуальних підсилювачів, стійких виразів, мовленнєвих зразків та ін. Вказано на важливість дотримання критеріїв для відбору лексичного мінімуму (сполучуваність, семантична цінність, стилістична необмеженість). Одним із аспектів статті обрано пояснення використання викладачем різних способів, які мають ефективність щодо запам'ятовування слів, що є важливою запорукою їх подальшого використання у різних видах мовленнєвої діяльності. Виокремлено характерні риси лексичного складу німецької мови, такі як: особливості вимови слова, способи утворення слів, правила слововживання.

У результаті здійснення теоретико-практичного аналізу зазначеної проблеми встановлено, що робота, спрямована на розвиток та удосконалення лексичних навичок, є важливою складовою та засобом формування лексичної компетентності, яка реалізується у виконанні відповідних видів вправ та завдань на заняттях з практичного курсу німецької мови.

Ключові слова: лексика, лексична одиниця, лексична навичка, лексична компетентність, комунікативна компетентність, практичний курс німецької мови.

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FEATURES OF WORK ON VOCABULARY AT CLASSES ON THE PRACTICAL COURSE OF THE GERMAN LANGUAGE

The article deals with the acquisition and improvement of lexical skills during the practical course of the German language at the language faculty of a higher educational institution. To develop the communicative competence of a philologist, teacher of foreign languages, the formation of lexical competence is a mandatory component. Based on the analysis of theoretical sources, it was established that the key concepts of the problem of a scientific article are the following: vocabulary (both practical and theoretical