

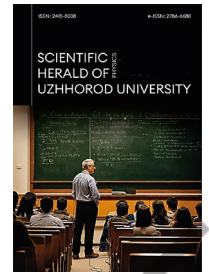
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Communicative and semantic guidelines in professional education for future foreign language teachers for aviators

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Abstract

Relevance. Communicative competence is considered a vital skill of the 21st century in the professional education of future foreign language instructors for aviators, given the processes of internationalisation and globalisation of the global society.

Purpose. The purpose of the study is to analyse the features of the development of intercultural and communicative competencies of students in the educational environment, considering the specifics of the aviation industry.

Methodology. To achieve this purpose, the following methods were used: deductive, experiment with the use of a survey, and comparative.

Results. The results revealed that the incorporation of educational methodologies guided by communicative and semantic principles leads to more effective learning and skill development, which future specialists can actively apply in their professional activities. According to the conducted experiment and survey, it was determined that the experimental group of graduates showed better results in mastering and promoting intercultural and communicative language skills than the control group, causing high motivation and effectiveness in the practical application of abilities. Language learning within the context of communicative and semantic guidelines is presented as a process of consciousness manifestation, forming connections with other knowledge when reflecting on real-world issues. Furthermore, it was established that aviation English language proficiency entails international and specific requirements aimed at ensuring safety and mutual understanding among professionals during their operations. To effectively inform and teach this language within educational programmes, various methodological tools and materials are necessary to consistently enhance and develop language skills in line with the high demands of the field and contemporary society.

Conclusions. The practical value of this study lies in its application by academics studying thematic aspects of foreign language within the aviation industry, and educators and specialists in the pedagogical field.

Keywords: cross-cultural communicative competencies; aviation industry; aviation English language; educational industry; cultural differences.

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Introduction

Currently, communicative and semantic guidelines are recognised as integral components of professional competencies, and the need for their development has led to the expansion of skills in university education. Organising competent specialists has become one of the most important tasks of higher education institutions, as society demands highly qualified professionals capable of not only effectively solving problems but also achieving excellence in their professional endeavours. Communicative and semantic guidelines in professional education entail the comprehensive development of a student's personality, encompassing cognitive interrelations and other personal components: affective-emotional, axiological, and creative. The stages through which the concept of competence progresses in the linguistic field are connected with prevailing theoretical and epistemological contexts, in line with the diverse developments in language sciences. E. Uteubayeva [1], A. Alzhanova and A. Chaklikova [2] in their studies elucidate the characteristics and features of educational models for competent professional communication in a foreign language, considering the development of learners' communicative competence. However, these authors have not thoroughly addressed all aspects of students' communicative and semantic guidelines, which are contingent upon the contemporary environment and society.

Professional preparation facilitated by communicative and semantic competencies becomes a theoretical platform containing a system of goals and guiding principles that provide the correct vector for students' actions in the educational process. It is important that during the training of a professional, this cross-cutting axis, founded on the aspects of communication as a science whose knowledge, skills, and values are universal, is incorporated into the curriculum. All personal, cultural, work-related, and scientific spaces of the information society and knowledge demand the presence of a professional who demonstrates communicative efficiency in their actions, which they generate or partake in. A qualitative shift in students' professional communicative and semantic activities occurs, aimed at developing interaction skills in the pre-professional educational environment. The process of didactic communication, as the nurturing environment for teaching and learning, should be guided by adequate pedagogical competence in the realm of communication [3]. This competence is also often emphasised in the modern fundamentals of professional skills. Teaching and learning processes are highly social in nature and possess a specific component in which information serves as a tool for cognition and personal construction. Effective and impactful communicative and semantic guidelines allow for the establishment of trust, reinforcement of the bond between students and teachers, and sharing up-to-date knowledge, thereby contributing to optimising actions, adequate process management, and focusing on achieving educational objectives. For instance, G. Myrzatayeva et al. [4] and N. Fajaryati et al. [5] explore the preparation of future teachers for the development of critical thinking and employability skills required for their future work. However, these researchers have not addressed these

characteristics in the context of future foreign language teachers for aviators.

The heterogeneity of socio-educational agents influencing communicative and semantic guidelines is evident, encompassing diverse academic, scientific, and cultural levels. This highlights the necessity for a pedagogical concept that goes beyond the structural-normative approach to foreign language teaching. Programmes for preparing future teachers must ensure students acquire communicative adequacy through continual professional development and teaching process enhancement. K. Meterbayeva et al. [6] and F.M. Salybekova et al. [7] delve into the pedagogical foundations of forming the professional competence of future specialists and the role of integrating various educational models in foreign language teacher education. Nonetheless, these authors have not addressed the preparation of future foreign language teachers for the aviation sphere, particularly aviators.

The purpose of the study is to consider the specifics of students' acquisition of communicative and intercultural skills, and the features of studying aviation English in the framework of vocational education. For this reason, this study faces the following objectives:

- examine communication strategies and general communicative requirements associated with the work of aviators;
- identify key aspects of communication that will enable future foreign language teachers to effectively teach aviators communicative skills and enhance their intercultural competence;
- define educational materials that aid in developing communicative and semantic foundations in the professional education of future foreign language teachers.

Materials and Methods

To achieve the objectives of the study, the following methods were used: deductive, experiment with the use of a survey, comparative. The deductive method, during the phase of examining the properties and characteristics of the educational environment in training future foreign language specialists for the aviation industry, allowed for the identification of specific requirements from international aviation standards to enhance citizen safety. This method helped establish patterns of communication strategies that need to be promoted within the educational environment to strengthen and develop intercultural sub-competence. Its elements facilitated the delineation of the specifics of teaching future foreign language specialists, considering aviation features and the challenges of the modern and globalised society. This method provided the opportunity to highlight the most effective educational tools that can be actively utilised during the implementation of the curriculum to enhance professional skills and capabilities. It aided in presenting the core communicative and semantic guidelines for future instructors that dominate in professional education related to teaching language to aviators. Its components prompted the identification of key mechanisms of communication and intercultural competence in the field of education.

The experimental method, during the data collection phase, enabled the evaluation of the effectiveness of using communicative and semantic guidelines in educating future foreign language teachers for aviators. 42 master's students from the pedagogical faculty of the Kazakh Ablai Khan University of International Relations and World Languages in Almaty participated in the experiment from March to April 2023. The main stages of the experiment involved preparing a research plan and dividing participants into two groups – the experimental group and the control group. The experimental group received education based on communicative and semantic guidelines, while the control group followed conventional teaching methods without considering these components. During the stage of conducting educational sessions, the experimental method allowed for the identification of the features of implementing an educational environment that shapes the communicative and intercultural competencies of future foreign language teachers, considering the distinctive characteristics of the aviation industry. In turn, the survey conducted as part of the experiment during the data analysis stage helped compare the levels of influence of communicative and semantic guidelines on the development of skills and competencies in both groups, and their intercultural competence. The survey included questions addressed to students:

1. Have you experienced a positive development in the skills and competencies necessary for successful communication in the aviation industry?
2. Has your level of intercultural and communicative sub-competence improved?
3. Have you noticed an increase in your ability to apply communicative and semantic guidelines in practical activities?

The comparative method, during the formulation of final hypotheses, allowed for establishing the relationship between communicative competencies and the tools that an educational programme can utilise in the context of internationalisation and globalisation. It aided in comparing results between the experimental and control groups to determine the effectiveness of students' use of communicative and semantic guidelines for aviation language. Its elements prompted the identification of the most characteristic mechanisms for developing intercultural communicative sub-competence, and its role in performing the educational activities of master's students, who will soon become specialists in the field of foreign language for the aviation industry, particularly pilots and aviators. This method provided the basis for working with communicative and semantic guidelines in professional education, aimed at preparing students for effective interaction in the aviation environment. It assisted in determining aspects of developing qualification components to master specialised terminology and skills for working with aviation documentation, enabling students to successfully fulfil their professional duties in their future careers.

Results

Characteristics and requirements of studying aviation English language in the professional education of future teachers for aviators, considering intercultural communicative sub-competencies

In the aviation industry, where collaboration with representatives of different cultures is an integral part of the work, proficiency in communicative and semantic guidelines enables students to effectively and accurately convey their thoughts and ideas in English, considering the nuances of communication in a cross-cultural environment. The International Civil Aviation Organization (ICAO) establishes specific requirements for the examination of aviation English language, which are of paramount importance for pilots, air traffic controllers, and other aviation professionals [8]. These requirements have been developed to ensure the safety and efficiency of air traffic by setting standards and norms for communication in English. One of the main rules is achieving a certain level of English language proficiency, where education should be organized according to a scale of levels from "Pre-elementary" to "Expert," each of which characterises different language skills and competencies [9]. In other words, aviation specialists must demonstrate not only knowledge of grammar and vocabulary but also the ability to communicate effectively in challenging situations. The requirements also consider the specifics of aviation communication, such as the use of standard phrases and terminology, understanding professional abbreviations, and listening to radio communication [10]. They emphasise the importance of cross-cultural competence, given that aviation is a global industry where pilots and controllers interact with colleagues from different countries and cultures.

Furthermore, the aviation industry offers various standards for aviation English language training, including the development of specialised courses and materials [11]. It is recommended to use textbooks that focus on aviation terminology, situations, and tasks. Such materials help students acquire not only general language skills, but also specific knowledge required for working in the aviation environment. Key factors in developing professional abilities include opportunities like participation in training sessions, seminars, knowledge exchange with colleagues, and utilising resources provided by aviation organisations. This helps to ensure uniformity and quality of teaching in the field of aviation English in various countries and aviation institutions. Adhering to requirements for studying aviation English language is of paramount importance for ensuring the safety and efficiency of aviation operations [12]. Communication in a single language allows accurately and clearly conveying information, eliminating misunderstandings, and minimising possible errors [13]. This contributes to the improvement of flight safety and the effective work of aviation teams in the international environment. It is important to note that recommendations and standards for aviation English language training may vary depending on the country and specific aviation organisations.

Learning aviation English language should include practical tasks and situations that help students develop intercultural communicative sub-competence. Such a process may involve role-playing, aviation scenario simulations, discussions of cultural differences and customs in various countries, and the analysis of case studies related to intercultural communication issues [14]. Communicative sub-competence plays a significant role in the process of students learning aviation English language,

especially when it comes to intercultural communication. The air industry is global and includes representatives of various cultures, nationalities, and languages [15]. Therefore, for future aviators and pilots, it is important not only to possess technical knowledge and skills but also to have intercultural communicative sub-competence. Intercultural-communicative subcompetence encompasses a set of skills and knowledge that enable students to effectively interact with individuals from other cultures, where understanding and respecting cultural differences, and being aware of nuances in unwritten rules and customs related to communication, are important [16]. Learning to

adapt to different communication styles and remove possible barriers in intercultural communication becomes an integral part of the professional training of future specialists.

As a result of the development of intercultural and communicative subcompetence, students gain confidence in interacting with representatives of other cultures, the ability to effectively transmit information, solve problems, and cooperate in intercultural command structures. This process is facilitated by the main elements of communicative and semantic guidelines (Table 1).

Table 1. The main elements of communicative and semantic guidelines

Components	Characteristics
Cultural and communicative elements	Consider cultural features and norms that influence interactions with language speakers from different cultures, understanding cultural differences in communication, nuances of language expressions, and social customs.
Functional elements	Define various communicative tasks and objectives that students should achieve. For instance, the ability to engage in conversations, ask questions, seek assistance, and present ideas.
Linguistic elements	Determine the linguistic knowledge and skills necessary for effective communication, including grammar, vocabulary, and pronunciation.
Pragmatic elements	Consider the ability to use language according to specific contexts and situations, taking into account knowledge of social norms and etiquette, and the ability to adapt to various communication scenarios.

Source: compiled by the authors.

Therefore, the core elements of communicative and semantic orientation include knowledge of cultural specifics, skills in intercultural perception and adaptation, the ability to recognise and eliminate intercultural misunderstandings, flexibility in adapting one's communicative behaviour, and the capacity to build constructive and effective relationships in an intercultural context. Their aim is to develop the skills and competencies required for successful interaction with language speakers from other cultures and for effective communication in a foreign language across diverse professional and social situations [17]. Consequently, the impact of communicative and semantic orientation on the development of intercultural-communicative subcompetence in future aviation English teachers holds considerable importance for enhancing education quality and preparing professionals capable of effective work in intercultural environments. Aviation English learning has its own communicative features related to the specifics of the aviation industry and the requirements for communication in it. Some of them include:

1. Accuracy and clarity of communication. It is important to use language that eliminates ambiguity and allows conveying information clearly and unambiguously. This is especially important when communicating by radio and other means of communication.

2. Specialised terminology. Aviation English widely uses specialised terminology related to aviation procedures, equipment, weather, and other aspects of aviation. Students learn and assimilate it to communicate effectively and understand professional details in an aviation environment.

3. Aviation situations and scenarios. Teaching aviation English often involves working with specific situations and scenarios so that students can practice the

language in realistic professional contexts. This may include flight simulations, analysis of real situations.

4. Emphasis on oral communication. Oral communication plays a special role in aviation, especially when communicating by radio or interacting with passengers. Therefore, the study of aviation English language places special emphasis on developing oral communicative competence, including pronunciation, intonation, and appropriate responses to auditory information.

Consequently, analysing experimental groups within the educational environment and the characteristics of the aviation industry leads to the conclusion that the study of aviation English language involves the development of specialised communicative and intercultural subcompetencies related to accuracy, clarity, and specialised terminology. It also helps students master communication protocols and standards, adapt to an intercultural environment, and communicate effectively in professional aviation situations. Furthermore, it has been determined that the didactic methodology of communicative and semantic orientation aligns with the teaching-learning concept in which the student assumes an active leading role and forms the knowledge necessary for professional activities. The implemented tools and strategies align with this concept, where bilateral communication ensures meaningful learning and academic success in the development of intercultural and communicative competencies. Students can address questions that arise during learning, which brings them closer to aviation reality and facilitates knowledge transfer, the development of critical judgment, and mutual understanding.

Analysis of the effectiveness of using communicative and semantic orientation in teaching future aviation English teachers via experimental groups

The process of integrating future teachers into the professional environment is dynamic and complex, where the curriculum guides, demonstrates, and monitors the formation of relevant skills for their subsequent application in labour activities. The integral model of communicative and semantic orientation not only confines the object of assessment to specific skills and knowledge acquired by the student but also considers practical activities within the framework of modern challenges posed by globalisation

and internationalisation. Therefore, these acquired abilities must serve two primary functions of education: the conventional determination of the degree of success in intended goals and the contribution of data and information for adapting pedagogical support to the needs of the aviation environment. In this regard, as a result of the conducted experiment, it was established that in the experimental group, 84% of students experienced a positive dynamic in the development of skills and competencies required for successful communication in various situations within the aviation industry compared to the control group (Figure 1).

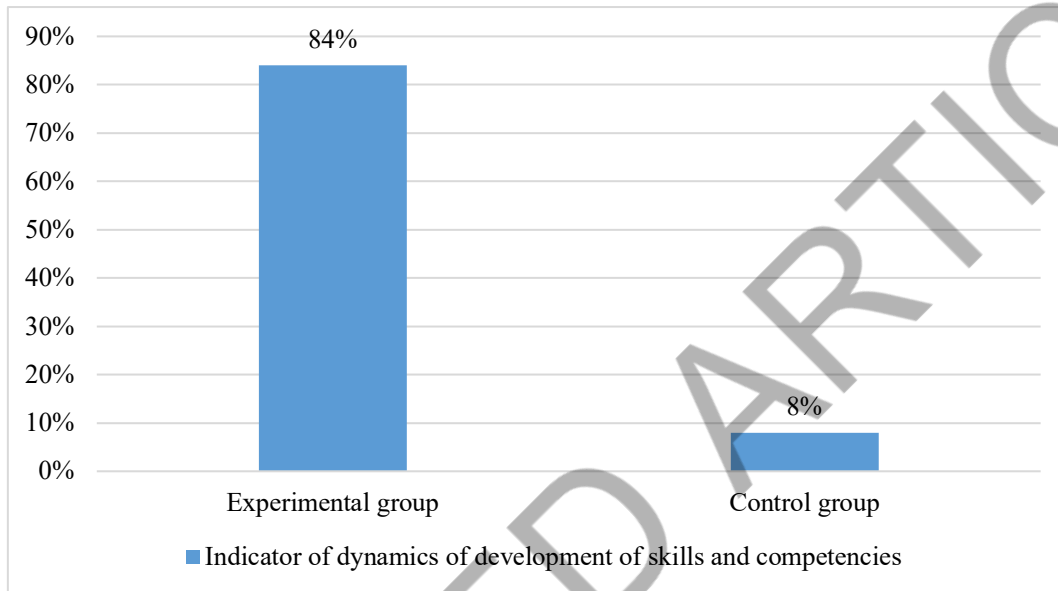


Figure 1. The level of assimilation of communicative and semantic orientations depending on the educational conditions of the group in % ratio according to the survey

Source: compiled by the authors.

This result confirms that students in the experimental group demonstrated an improvement in using verbal and nonverbal strategies, enabling them to achieve intercultural objectives. This indicates that they are better equipped to listen, speak, read, and write in English in specific situations related to their professional activities. It was revealed that the utilisation of communicative and semantic orientation in the qualification education of future aviation English teachers contributes to the development of their communicative skills. The participants of the experiment who received orientation-based training demonstrated a higher level of confidence in

communicating in a foreign language and the ability to effectively interact with native speakers in the appropriate environment. This result is satisfactory, given that the development of such skills in university curricula is crucial and creates a demand for new strategies in the future profession.

In addition, according to the conducted survey, it is notable that the level of development of intercultural and communicative subcompetence of the master’s degree students in the experimental group increased by 96%, whereas for the control group, it was only 4% (Figure 2).

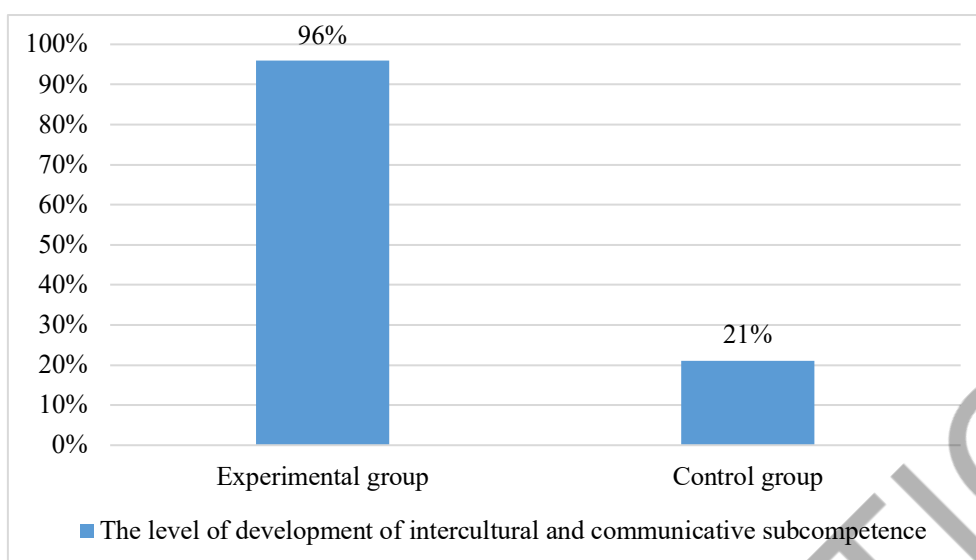


Figure 2. The level of development of intercultural and communicative subcompetencies depending on the educational conditions of the group in % ratio according to the survey
Source: compiled by the authors.

The survey results indicate a substantial increase in the level of intercultural sensitivity and the ability of students in the experimental group to communicate effectively with representatives of other cultures within the aviation context. It was found that communicative and semantic orientations contribute to the development of intercultural competence among future aviation English teachers. Experiment participants gained a deeper understanding of the cultural aspects and values of the aviation environment, allowing them to communicate and interact more effectively with qualified specialists from different cultures. In contrast, deficiencies in preparing foreign language materials related to aviation culture were evident in the control group. However, progress towards improved

learning strategies was observed in both groups, where students observed, described, analysed, synthesised, and interpreted information useful in their academic work. These findings corroborate the notion that the primary objective of aviation English language is to prompt students to develop skills associated with effective comprehension and interaction among individuals in the professional environment.

Furthermore, the survey revealed that 93% of respondents in the experimental group emphasised an increase in their ability to apply communicative and semantic orientations in practical activities, while in the control group, this indicator reached only 7% (Figure 3).

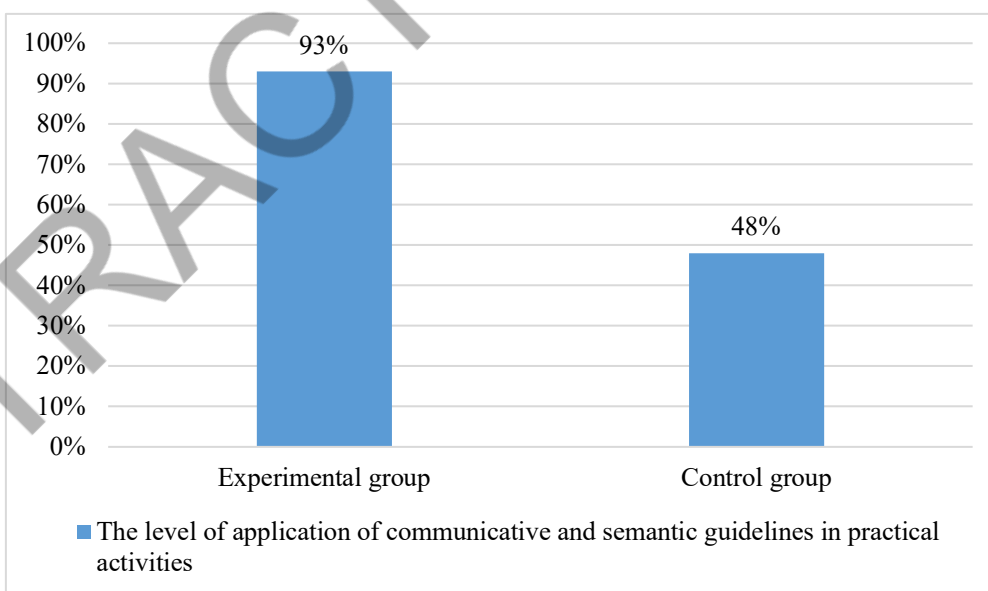


Figure 3. The level of application of communicative and semantic guidelines in practice, depending on the educational conditions of the group in % ratio according to the survey
Source: compiled by the authors.

Consequently, the survey results reflect students' ability to apply acquired knowledge and skills in real professional situations related to teaching aviation professionals a foreign language. The use of

communicative and semantic guidelines contributed to the improvement of the professional training of students. Experiment participants gained a deeper understanding of the specifics of the aviation profession and the ability to

effectively teach aviation professionals the communication skills required in their occupational activities. They exhibited greater motivation and interest in learning the foreign language as they saw a direct link between the educational material and their future profession. Based on these findings, it can be concluded that the use of communicative and semantic orientations in the professional education of future aviation English teachers is an effective approach that fosters the development of their communicative skills, intercultural competence, and professional readiness. This process leads to the creation of a more quality and adapted educational environment for future specialists. Notably, communicative skills are more developed in the experimental group, as formative research guided participants to generate relevant inquiries using various oral and written sources, expressions of opinions, and ideas that demonstrate understanding and knowledge production. In addition, it is worth highlighting that the ability to speak improved the most among the master's students, enabling them to create coherent, grammatically correct messages in line with the intercultural context in which they will be used in their future profession.

Communicative and semantic guidelines help students develop skills of clear and accurate communication in English, which is especially important in the context of aviation safety. Correct understanding and transmission of information by radio and other communication means help to prevent misunderstandings and errors, which contributes to flight safety. Students with communicative and semantic orientations are ready to work in an international environment and have an advantage when looking for a job in the aviation industry [18-21]. A confident command of English and an understanding of cross-cultural features allow future specialists to easily adapt to a new environment and successfully cooperate with colleagues and clients from different countries. Effective interaction in professional activities helps future specialists to behave confidently in various situations, whether it is communication with passengers, employees of aviation companies or representatives of aviation authorities. The correct use of idioms, phrasal verbs, and other language constructions contributes to the formation of a professional image and the creation of a positive impression of an employee. In general, communicative and semantic orientations are an integral part of the professional preparation of master's students and play a key role in developing their intercultural communicative subcompetence [19; 22; 23]. They promote safe communication, prepare students to work in an international environment, and improve their professional image.

Thus, the conducted experiment and student survey showed that the integration of communicative and semantic orientations into educational programmes can enhance the quality of education for future aviation English teachers, making the process of learning more interactive, relevant, and pertinent to their future professional activities. The use of communicative and semantic guidelines allows undergraduates to acquire stable communication skills that they will need in future professional communication. The use of such tools is necessary for the successful teaching of a foreign language in an intercultural environment where students can

represent different cultural backgrounds. Future foreign language teachers can utilise communicative and semantic orientations in their future profession to develop students' intercultural communication skills and prepare them for work in international aviation organisations that require interaction with representatives from different countries. Accordingly, understanding the value of intercultural communicative subcompetence enables participants in the educational process, and the wider community, to recognise that the ability to communicate effectively with individuals from other cultures is a key factor in successful education and work in the aviation field.

Discussion

Given the necessity of studying English to incorporate it into the professional curriculum of future aviation English teachers, the communicative and semantic approach becomes concrete when designing various learning situations where theory and practice interact, facilitating the transfer of theoretical knowledge into real situations for students. S. Sunardi and F. Doringin suggest that specific aviation learning situations motivate students towards processes such as problem-solving, thematic research, equipment and didactic module utilisation, and computer use for specific tasks [20]. To succeed in the aviation industry, students will need not only written and oral communication skills, but also organisational skills and effective functioning under stress when learning a foreign language. Students need to have a clear understanding of the aviation industry and its processes, nuances, and legal requirements. Common sense, excellent time management, critical thinking, interpersonal communication skills, and the ability to solve problems are essential for this field [24; 25]. It is through the interactions of individuals with various cultural identities and the use of a foreign language that intercultural encounters arise. The educational perspective guides students towards ethical principles and personal growth, as intercultural relationships contribute to the development of skills and attitudes such as relativity, open-mindedness, tolerance, and respect. When analysing the data, it is noted that the educational activities of future foreign language teachers for aviators create a strong foundation for the promotion and development of specialised aviation skills, communicative and intercultural competencies, and linguistic skills for a productive professional environment [26-28].

According to H. Tekliuk, to enhance the quality of interaction and communication among people, actions within the framework of aviation language education policies at the national, regional, and local levels emphasise the development of "multilingual and intercultural competence, which requires attention to the intercultural dimension" [21]. Within the intercultural approach, an important goal of language education is to contribute to the harmonious development of the student's personality and identity in response to the enriching experience of linguistic and cultural diversity. Teachers and students themselves must build a healthy and balanced personality from the various elements of which it consists [29]. This "healthy and balanced identity," based on understanding, tolerance, and respect for cultural diversity, forms intercultural competence, which dictates respect for linguistic and cultural variety. In this sense, accounting for

the intercultural dimension leads to the evolution of the concept of foreign language learning, considering the development of intercultural communicative competence at various stages of the education system. The set of core specialisation skills includes elements that focus on interaction, transformation, and change within the student through contact with other socio-cultural realities [30; 31]. These mechanisms, taken as a complex of abilities, reflect the intercultural dimension and can be transferred into the content of awareness and interpersonal communication. It is through these aspects that the training of future foreign language specialists is differentiated as an object of study, marked by the evolution of ideas about the professional profile of the teacher. Thus, the researcher's findings align with the conclusions drawn in this study, emphasising the importance of developing intercultural communicative subcompetence, which is a necessary skill in the aviation environment, considering the diversity of modern society.

From the perspective of E.M. Janssen et al., it becomes evident that future teachers play a crucial role in managing the intercultural aspect of aviators [22]. They must be able to facilitate, promote, and ensure the development of this competence in students, who in turn need to effectively function in communicative situations marked by linguistic and cultural diversity in their professional profiles. The interpretation of intercultural competence in terms of education requires significant emphasis on a foundational element – practical knowledge that is shaped by the individual's interpretative system of beliefs. Identifying these representations arising from processes of socialisation, class and personal experiences can assist future specialists in anticipating potential resistance to certain content within the curriculum [32; 33]. These representations constitute the starting point of knowledge construction, wherein their manifestation eases the development of specialized skills and abilities. The didactic teaching method, as the basis for educational actions, enables the realisation of the future foreign language teacher's professional profile capable of managing the intercultural dimension in a specific context. The process of its development aligns within the functional and dynamic representation between rationalisation and action, in such a way that its elements can be transferred and adapted to specific formative situations of aviators [34-37]. It is structured around three types of interdependent parameters: conceptual, methodological, and procedural, the structure and organisation of which are marked by close interdependency. The hypotheses examined by researchers correlate with the obtained results, highlighting the significant benefit of developing appropriate education with relevant methodologies aimed at fostering communicative and intercultural competencies.

From the perspective of I. Supena et al., for developing the parameters of professional competencies of future foreign language teachers for aviators within the educational paradigm, it is necessary to consider the concept of differentiated skill – a set of integrated components including knowledge, skills, and attitudes with a multitude of functions that specialists mobilise when confronted with problematic situations in the professional sector [23]. Considering the intercultural and communicative dimensions, the action of the future teacher in the teaching process involves developing an activity

constituting a didactic model composed of specific elements. In other words, such activity entails problem-solving, requiring decision-making through reflection, the sequence of which culminates in the situation of dialogue and interaction [38; 39]. These sequences or phases are always focused on intervention, considering this professional act as the core of intercultural cognitive processes and strategies. In connection with this, sequences structured over the period of pedagogical practice are derived, where additional challenges, among other factors, act as implicit reasons that influence the construction of foreign language learning practices within the aviation sector [40]. For this, the structure and functions of interdependent educational elements draw their significance from the definitions of the language-culture didactic domain: intellectual, technical, or material functions that serve to ensure the realisation of communicative components necessary for implementing specific pedagogical tasks [41-43]. Research data highlight that the development of intercultural and communicative skills in the learning process opens new opportunities for enhancing educational methodologies and processes.

Thus, after analysing various information related to the studied subject, it has been determined that the communicative and intercultural sub-competencies of the educational dimension depend not only on managing strictly linguistic resources but also on the mastery of interpersonal relationship tools, the development of empathetic understanding, and the ability to properly navigate social situations, even complex and contradictory ones, which are present in the daily activities of aviators. The educational environment at different levels of foreign language learning provides a favourable space for integrating various contexts of social interaction and achieving the gradual acquisition of competencies and modes of communicative actions, in which the socio-cultural dimension is reinforced [44]. Here, the future specialist acquires the fundamental communicative and semantic orientations and actions that go beyond the confines of the institution, considering the conditions and requirements of the aviation field, particularly the profession of an aviator. The analysis conducted through experimental groups allowed the verification that improvements are needed in conventional educational programmes by integrating communicative and intercultural components that enhance the value of the socio-cultural dimension in pedagogical activities.

Conclusions

This study established that communicative and semantic orientations play an important role in the professional education of aviators, as effective interaction is an integral part of the aviation industry. Future specialists should express their thoughts and instructions accurately and clearly, including the use of concise and understandable speech, adequate vocabulary, and specialised terminology. The communicative and semantic components encompass the ability to collaborate effectively, listen, respond to messages, ask questions, and make decisions in teamwork, as the aviation environment may face stressful situations like accidents, unforeseen events, or addressing passengers in emergencies. Communicative and semantic orientations encompass the development of effective communication

skills in such situations while maintaining composure and control over communication. Their development helps improve collaboration and teamwork and create a positive professional image. Aviation is a dynamic and rapidly evolving industry where continuous language learning and skill enhancement in English are essential to stay updated on new trends, technologies, and standards. It acts as an international industry where representatives of different cultures and nationalities meet. Therefore, students need to develop intercultural communicative competence to effectively communicate with individuals from diverse cultures and adapt to the intercultural environment. These requirements ensure the standards and regulations necessary for effective and safe communication in aviation. They help aviators develop language proficiency, specialised terminology, and communication skills that align with the demands of a globalised society.

Furthermore, based on an experimental study conducted at the pedagogical faculty of the Kazakh Ablai Khan University of International Relations and World Languages, an attempt was made to measure the progress achieved by students through the implementation of communicative and semantic orientations. The subsequent survey revealed that the integration of this methodology in the experimental group positively impacted the proficiency levels of various skills and abilities of over 90% of the master's students on average. These skills were practically applied in their professional activities. The findings from this study demonstrate that collaborative intercultural tasks

and active utilisation of educational tools in the learning environment contribute to the acquisition of a strong level of intercultural communicative competence, which holds considerable importance in performing qualification-related tasks. The communicative and semantic orientations in the professional education of future language teachers for aviators emphasise the significance of not only teaching grammatical, speaking, and writing skills in English but also considering related and specialised skills. These combined skills shape professionals capable of addressing the contemporary challenges of an intercultural society. Accordingly, it can be concluded that the purpose of the study has been achieved. The issues of communicative and intercultural subcompetencies have been understudied in teaching aviation English. Given the vastness and limited exploration of this subject, further research is necessary to comprehensively describe the interactions among linguistic, sociocultural, educational, and cultural elements that directly influence language teaching approaches and the preparation of aviators for their professional roles.

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Conflict of Interest

None.

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RETRACTED ARTICLE

Комунікативно-сміслові орієнтири у професійній підготовці майбутніх викладачів іноземних мов для авіаторів

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Анотація

Актуальність. Комунікативна компетентність розглядається як життєво важлива навичка 21 століття у професійній освіті майбутніх викладачів іноземних мов для авіаторів, враховуючи процеси інтернаціоналізації та глобалізації світового суспільства.

Мета. Метою дослідження є аналіз особливостей розвитку міжкультурної та комунікативної компетенцій студентів в освітньому середовищі з урахуванням специфіки авіаційної галузі.

Методологія. Для досягнення поставленої мети використано такі методи: дедуктивний, експеримент із застосуванням анкетування, порівняльний.

Результати. Результати показали, що впровадження освітніх методик, які ґрунтуються на комунікативно-сміслових принципах, призводить до більш ефективного навчання та розвитку навичок, які майбутні фахівці можуть активно застосовувати у своїй професійній діяльності. Відповідно до проведеного експерименту та опитування було визначено, що експериментальна група випускників показала кращі результати в оволодінні та розвитку міжкультурних та комунікативних мовленнєвих навичок, ніж контрольна група, що зумовило високу мотивацію та ефективність у практичному застосуванні вмінь. Вивчення мови в контексті комунікативно-сміслових орієнтирів представлено як процес прояву свідомості, формування зв'язків з іншими знаннями під час рефлексії над проблемами реального світу. Крім того, встановлено, що до володіння авіаційною англійською мовою висуваються міжнародні та специфічні вимоги, спрямовані на забезпечення безпеки та взаєморозуміння між фахівцями під час їхньої діяльності. Для ефективного інформування та викладання цієї мови в рамках освітніх програм необхідні різноманітні методичні інструменти та матеріали, що дозволяють послідовно вдосконалювати та розвивати мовні навички відповідно до високих вимог галузі та сучасного суспільства.

Висновки. Практична цінність цього дослідження полягає в тому, що воно може бути використане науковцями, які вивчають тематичні аспекти іноземної мови в авіаційній галузі, а також викладачами та фахівцями в педагогічній галузі.

Ключові слова: крос-культурні комунікативні компетенції; авіаційна галузь; авіаційна англійська мова; освітня галузь; культурні відмінності.