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IMPORTANCE OF ENGLISH LANGUAGE IN AVIATION

The role of English language in aviation is really significant. This language is used anywhere in mentioned above industry. The ICAO (International Civil Aviation Organization) recommended to all participating states that English shall become the international aeronautical radio communications language. Why? Because research has shown that the cause if numerous accidents happened due to language barriers and misunderstandings between pilots and ATC (Air Traffic Control). And also confusion in the cockpit after introducing standard operating procedures (S.O.P.) which are primarily in English.

Very sad examples like two jumbo jets (B747) which crashed into each other on the island of Tenerife due to an impatient captain and misleading instructions by the tower controller, another instance was unbelievable accident by the company Avianca in the 90s where the plane was so low on fuel, and that pilots were unable to properly declare a fuel emergency until running on fumes and falling out of the sky. Unfortunately, the list is pretty long of similar language barrier accidents, but it just shows how important good communication is in aviation.

The language of international aviation communication is English, but numerous aviation incidents and accidents have involved miscommunication between pilots and air traffic controllers, many of whom are not native speakers of the language. In 2004 the International Civil Aviation Organization (ICAO) published a set of Language Proficiency Requirements and a Proficiency Rating Scale, and by 5 March 2008, air traffic controllers and pilots were required by the ICAO to have a certificate attesting to their proficiency in the language used for international aeronautical communication.

Investigators of any accident find chain of events which happened and lead to the failure and after crash. Some cases are due the unskillful or incorrect using of English. This language factor can facilitate with aviation accidents in three cases:

- a) Incorrect using of standard phraseology.
- b) Low level the possession of spoken English.
- c) Using more than one language in a one airspace.

The language of international aviation communication, especially between pilots and air traffic controllers (ATCs) via radiotelephony, is English. Annex 10 to the Convention on International Civil Aviation, *Aeronautical Telecommunications*, in Volume II, *Communications Procedures*, and Chapter Five, *Aeronautical Mobile Service* (paragraph 5.2.1.1.1), recommends the following:

In general, the air-ground radiotelephony communications should be conducted in the language normally used by the station on the ground.

Pending the development and adoption of a more suitable form of speech for universal use in aeronautical radiotelephony communications, the English language should be used as such and should be available, on request from any aircraft station, at all stations on the ground serving designated airports and routes used by international air services.

However, the English of international aviation is not English for general purposes or English for international purposes. Aviation English is a language for specific purposes, but it is even more restricted than that. Much of the English of aviation can be classified as a code that is used in a very restricted context, known as standard phraseology. Written communication typically takes place through maintenance and operations manuals, produced by the airline manufacturers and airline operators.

The language used in maintenance documents is also often known as “Simplified English”.

Radiotelephony communication takes place between pilots and air traffic controllers, with standard phraseology at the core, and operational exchanges in plain English when phraseology is inadequate; such radiotelephonic communication is used almost exclusively for air-ground communication, to direct, inform, question, request, and respond, where the air traffic controller directs and controls pilots. The focus of the communication is aircraft takeoff and landing, flight navigation, and so on, and the channel used is spoken, via radiotelephony.

Clearly, the importance of proficiency in English in aviation communication cannot, and should not, be underestimated.

The International Civil Aviation Organization (ICAO), a branch of the United Nations, regulates aviation internationally. It establishes and reviews “international standards for the licensing of personnel and aircraft operation, and develops principles and techniques of air navigation, including meteorology, radio communication, and rules of the air”. As a result of an increasing awareness of the importance of the English language proficiency of pilots and air traffic controllers in the safety of aircraft, crew, and passengers, ICAO has developed a set of language proficiency requirements (LPRs). These set minimum standards for language proficiency for pilots and air traffic controllers and refer to an ICAO language

proficiency scale, which is to be used both as the basis for test construction and for the rating of language proficiency. These LPRs set Operational Level 4 on the 6-point scale as the minimum level required for licensure, and at Level 4, license holders have to be retested; a period of 4 years is recommended. Once a candidate has achieved Level 6, that person licensed is to operate for life.

Now to work and fly within international airspace the minimum requirement is level four. Level four is categorized as “Operational”, five is “Extended” and six is “Expert” or “Native Speaker”.

The ICAO Language Proficiency Rating Scale consists of six levels of skill in six areas of language use: pronunciation, structure, vocabulary, fluency, comprehension, and interactions. The definitions of Level 4 in each of these criteria are as follows:

- Pronunciation, stress, rhythm and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.
- Basic grammatical and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.
- Vocabulary range and accuracy are usually sufficient to communicate effectively on common concrete and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.
- Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.
- Comprehension is mostly accurate on common concrete and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speakers are confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.
- Responses are usually immediate, appropriate and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstanding by checking, confirming or clarifying.

There is some controversy over the quality and empirical basis of these scales, but these scales and the associated LPRs were mandated for use in the assessment of proficiency in the use of English for aviation purposes, specifically for licensing, although they are also frequently used as the basis of test construction for placement and achievement as well.

Air traffic controllers and pilots are required by the ICAO to have a certificate attesting to their proficiency in the language used for aeronautical communication. ICAO Document 9835, “Manual on the Implementation of ICAO Language Proficiency Requirements,” lays out the principles according to which the language proficiency requirements should be met.

Aviation language tests are obviously extremely high stakes, and it is crucially important that such tests are constructed to the highest possible standards.

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ФОРМУВАННЯ ГАРМОНІЙНО РОЗВИНЕНОЇ ОСОБИСТОСТІ ЗАСОБАМИ ХУДОЖНЬОГО СЛОВА

*Краса – це яскраве світло, що осяває світ. При цьому
світлі тобі відкривається істина, правда, добро.
В. Сухомлинський*

Велике значення гармонійно розвиненої особистості усвідомлювалось у педагогіці ще з давніх часів. Багато хто з видатних педагогів минулого говорили, що підготовка доброзичливої людини не може зводитись тільки до її освіти та розумового розвитку. Давньоримський філософ Сенека писав: «Навчитись спершу добрим правилам моралі, а потім мудрості, бо без перших важко навчитись останнього».

Часто сьогодні багато викладачів говорять: «Як важко нині працювати з студентами». «Та задумаймося: чи просто студентам з нами, викладачами, батьками. Педагоги бачать студентів з висоти своїх років, життєвих позицій, досвіду, моральних цінностей, яких набули з віком. Ми забуваємо, що теж були колись у такому складному суперечливому віці становлення особистості, коли дуже важливо, хто знаходиться поряд з тобою.

Погляньмо – і побачимо, хто поряд із нашими студентами. Здебільшого це телебачення, соціальні мережі, реклами. Так, без комп'ютерів, смартфонів сьогодні важко уявити навчальний процес. Але, на жаль, молодь не завжди використовує цю техніку для оволодіння знаннями, а частіше бавляться іграми. А коли слухаєш, як розмовляють студенти поміж собою, то серце розривається і тяжко стає на душі. До чого ми котимося?