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DEVELOPING FUTURE PILOTS' SPEAKING SKILLS THROUGH ENGLISH PRESENTATION COURSE

Communication is an integral part of human life and the main factor in the formation of the individual. At present Ukraine is in the conditions of globalization, integration into the European Union and IT dynamic development, so with globalisation and the advent of information technology, the English language has become more important for second language learners. Public speaking is a productive skill aiming at communication [3].

Professional controller-to-pilot communication is carried out by means of radiotelephone connection. Transmitted information and instructions are of vital importance for the safe aircraft operation. According to the investigation of the recent air crashes a human error was the cause of 70% of all aviation incidents on international air routes. Note that the linguistic errors of pilots and controllers make up 33% of the specified data.

Over 800 people lost their lives in three major accidents (one collision on the ground, one accident involving fuel exhaustion and one controlled flight into terrain). In each of these seemingly different types of accidents, accident investigators found a common contributing element: insufficient English language proficiency on the part of the flight crew or a controller had played a contributing role in the chain of events leading to the accident. In addition to these high-profile accidents, multiple incidents and near misses are reported annually as a result of language problems, instigating a review of communication procedures and standards worldwide. Such concern was heightened after a 1996 mid-air collision in which 349 passengers and crew members were killed in an accident in which insufficient English language proficiency played a contributing role [1].

The best way to acquire communication skills is through practical experience. It is therefore quite common to integrate writing or presentation elements into existing courses [2]. We included teaching how to make presentations into the framework of English for the first year student pilots. This course is designed to help students orally present their information, ideas and opinions following an appropriate organizational style for presentations, to develop English communication skills. It also provides students with the tools, experience, and ultimately the confidence they need to present their own ideas clear and effectively in aviation contexts for various authentic purposes.

By the end of the course, students will have developed skills in: learning the basics of outlining and organizing speeches, feeling more confident giving public

speech, reasoning logically, applying the appropriate language patterns to a specific task, using correct eye contact strategies, evaluating other presentations.

Assigned presentation topics were given according to the syllabus. The first term comprises the following topics: "My decision to become a pilot", "A famous airport", "The best place in Ukraine", and "My dream aircraft to operate". The second term topics were the following: "Aviation health issues", "Weather in aviation", "Aviation report on an air crash", and "Innovation in Aviation". Time limit for presentations was 2 minute for the first one, 2 minutes and 30 seconds to the second and third. For the last presentation it was 4 minutes and it had more research into it.

The stages of the course include:

1. Introduction to the course.

2. Teaching necessary skills: eye contact, body language, research of the sources, making outlines, etc.

3. Making outlines to the presentation. The first outline is made together with the teacher at the class. Then the students should do it at home, but the teacher checks it at the class.

4. Delivering presentations.

5. Feedback.

Students are expected to meet the standards in presentations. The student:

- produces the introduction that states a clear objective;

- constructs the content and structure of the message appropriately:

a) gives an outline of the talk,

b) states main ideas clearly and distinctly,

c) chooses an appropriate organizational pattern,

d) communicates ideas clearly and understandably,

e) uses visual aids appropriately;

- meets the standards for delivery:

a) pronounces words clearly,

b) maintains good eye contact with the audience,

c) speaks at an appropriate rate,

d) uses appropriate body language such as gestures, movement, posture, stance;

- constructs the conclusion of the speech:

a) reviews the main parts of the talk,

b) summarizes,

c) uses appropriate closing techniques;

- skillfully deals with questions.

Significance of feedback in teaching public speaking is of a particular importance. Feedback can come from teachers, peers, the self, or relevant professionals outside the teaching-learning relationship. Active learning requires not only prompt but also specific, challenging feedback. Without feedback the learner is most likely to recycle past achievements and errors rather than create new insight, ability and competence.

In conclusion, the results of the implementation of the English Presentation Course have shown the improvements in students' listening and speaking skills. Moreover, the students felt more confident to deliver speeches at the final

presentation. This course also contributed into learning the appropriate language patterns and structuring ideas in English.

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ІННОВАЦІЙНІ МЕТОДИ В АСПЕКТІ ВИКЛАДАННЯ ЕКОНОМІЧНИХ ДИСЦИПЛІН

Методологія і методика викладання економічних дисциплін у наш час стає все більш актуальною, адже освіта та наука є так би мовити, провідним елементом продуктивних сил. Тим більше, економічна освіта молоді є вагомою складовою подальшого розвитку ринкових відносин в Україні. Вона формує в сучасних фахівцях економічну культуру, яка передбачає високий рівень фахової підготовки, дотримання законодавства України, норм загальнолюдської моралі та навчає правил професійної етики. Тим паче, що сучасний фахівець повинен не лише володіти досконало знаннями, дотримуватися культури поведінки і спілкування, знати психологію поведінки, а й вміти мислити критично, використовувати новітні комп'ютерні засоби, бути гнучким, вміти знаходити найсучаснішу інформацію, яка стосується конкретної сфери діяльності з метою подальшого практичного використання. Знання з економічних дисциплін відіграють значну роль в умовах ринкової економіки через те, що без них неможливо керувати підприємством ефективно.

Метою нашого дослідження є аналіз інноваційних методів, які застосовуються викладачем під час викладання економічних дисциплін студентам вищих навчальних закладів.

Економічна освіта є основою формування економічної свідомості та економічного мислення, вихідним моментом якого є творення економічної культури. У свою чергу, вона в себе включає систему масової економічної освіти, а також спеціальну підготовку кадрів усіх сфер політики, економіки, а також культури. А от, головним завданням економічної освіти є розкривання змісту економічних понять, законів, категорій, розвиток зацікавленості до