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**METHODOLOGICAL CONDITIONS FOR TEACHING PROFESSIONAL
AVIATION TERMINOLOGICAL VOCABULARY**

**МЕТОДИЧЕСКИЕ УСЛОВИЯ ПРЕПОДАВАНИЯ ПРОФЕССИОНАЛЬНОЙ
АВИАЦИОННОЙ ТЕРМИНОЛОГИЧЕСКОЙ ЛЕКСИКИ**

**КӘСІБИ АВИАЦИЯЛЫҚ ТЕРМИНОЛОГИЯЛЫҚ ЛЕКСИКАНЫ ОҚЫТУДЫҢ
ӘДІСТЕМЕЛІК ШАРТТАРЫ**

Annotation. This article includes foreign language courses in a non-linguistic university and analyzes the requirements for the lexical qualification of students of aviation specialties. The article made a decision on the nomenclature of productive and receptive lexical skills useful for the formation of aviation university students. The features of aviation terminology are considered. Exercises for the development of lexical skills are offered.

Keywords: intercultural communicative professionally oriented competence, aviation terminology, productive-receptive lexical skills, lexical exercises.

Аннотация. В данной статье рассматриваются курсы иностранного языка в неязыковом вузе и анализируются требования к лексической квалификации студентов авиационных специальностей. В статье принято решение о номенклатуре продуктивных и рецептивных лексических навыков, полезных для формирования студентов авиационного вуза. Рассмотрены особенности авиационной терминологии. Предлагаются упражнения для развития лексических навыков.

Ключевые слова: межкультурная коммуникативная профессионально ориентированная компетенция, авиационная терминология, продуктивно-рецептивные лексические навыки, лексические упражнения.

Аңдатпа. Бұл мақалада тілдік емес университеттегі шет тілі курстары қарастырылады және авиациялық мамандықтар студенттерінің лексикалық біліктілігіне қойылатын талаптар талданады. Мақалада авиациялық университеттің студенттерін қалыптастыруға пайдалы өнімді және рецептивті лексикалық дағдылардың номенклатурасы туралы шешім қабылданды. Авиациялық терминологияның ерекшеліктері қарастырылды. Лексикалық дағдыларды дамытуға арналған жаттығулар ұсынылады.

Түйін сөздер: мәдениетаралық коммуникативтік кәсіби бағдарланған құзыреттілік, авиациялық терминология, өнімді-рецептивті лексикалық дағдылар, лексикалық жаттығулар.

In connection with the integration of Russian universities into the global educational system, the transition to a multi-level education system, including undergraduate and graduate programs, has been completed. At the same time, there is a constant increase in the requirements for a university graduate. The ultimate goal of the course of mastering a foreign language in a non-linguistic university is the formation of intercultural communicative professionally oriented competence. Students should be able to understand and analyze professional information in English. However, the level of proficiency in professional English does not allow specialists not only to publish scientific articles in foreign journals, but also creates difficulties in real conditions of foreign language communication. The new standards are not provided with textbooks and teaching aids that would fully correspond to the goals and objectives of teaching a foreign language in an aviation university. Pending issues include professional property aviation terminology as part of teaching the language of the specialty. It is the possession of professional foreign language terminology that will help to adapt in the areas of professional oral and written foreign language communication.

An adequate choice of lexical and grammatical units and a variety of speech means used are the main criteria for assessing the monologue and dialogic speech of students. Consider the nomenclature of lexical skills formed in the process of teaching a foreign language at a technical university. Language competence includes lexical skills, that is, "the ability to adequately perceive and correctly use speech units based on knowledge of the phonological, grammatical, lexical, stylistic features of the language being studied (in comparison with the native language)". The program highlights the following lexical skills that need to be formed:

- recognition and correct use of derivational (affixal-prefixal) elements of lexical units;
- structural-semantic identification of lexical units within a sentence;
- adequate use of common/terminological /scientific vocabulary in oral and written communication.

The program emphasizes that the isolated study of the elements of the language system is replaced by contextual-situational mastery of the means of speech in the course of the formation of skills and abilities within the framework of speech activity [5]. It is necessary to "own vocabulary in terms of semantic accuracy, synonymic richness, adequacy and appropriateness of use. In the learning process, it is required "to address both the functional features of lexical units and the language system" [1, p. 287].

Traditionally, lexical skills are divided into productive speaking and writing skills and receptive reading and listening skills. To productive skills Galskova N.D., Gez N.I. include the following:

Select the right words / phrases in accordance with the communicative intent; correctly combine words in syntagmas and sentences; own lexical-semantic and lexical-thematic associations; combine new words with previously learned ones; select fighting words and combine them with significant ones; choose the right word from the synonymous and antonymic oppositions.

Phraseological units, which include an anthroponym, are a bright expressive means of the language and are of particular interest for study. Set expressions of this type "reflect the cultural and historical development of the English people, their way of life and traditions, make the English language more expressive" [1, p. 55]. As rightly emphasized by V.I. Markevich, a proper name is one of the universals of culture and a special linguistic sign that performs "the function of storing and transmitting the traditions, history, culture of the people" [2, p. 136].

As a rule, the etymology and meaning of a phraseological unit with an anthroponym component are based on the etymology and semantics of a personal name or surname that has a special history. According to N.A. Lavrova and E.A. Nikulina, idioms with an anthroponym component require a different degree of activation of the recipient's background knowledge depending on the source of set expressions [4, p. 853].

The English-language press plays a significant role in the mass information and educational discourse. The texts of the English-language media are a generalized, cumulative image of the English language, which reflects language transformations in a versatile and fast way. The subject of

publications in English-language newspapers and magazines covers not only issues within a particular country, but also the sphere of external relations and interactions, and, as a result, is constantly in close contact with other languages. This contributes to the active emergence and dissemination of new phraseological units, which determines the relevance of their study.

Based on the study of theoretical and practical literature on the research topic [1, 2, 3, 4], we have identified the following main functions that phraseological units with an anthroponym component perform in the texts of modern English-language articles:

- 1) the function of expressing emotive potential and conveying imagery in journalistic texts;
- 2) a mechanism for drawing attention to the problem raised by the author of the article (attractive function);
- 3) function of influencing the reader, manipulative speech influence on the addressee (typical for political discourse);
- 4) evaluation-characterizing function;
- 5) ironic function;
- 6) euphemistic function.

Let's take a closer look at each of these functions. Phraseological units, which include the anthroponym component, have an expressive character, being a means of expressing *emotiveness* and *figurativeness* in the texts of English-language articles. As a rule, idiomatic expressions, which are exclamatory constructions and have an interjectional character, perform this function. So, phraseological unit *by Jove* used in the meaning of "I swear!" and is a prime example of emotional representation:

'By Jove, the war's coming to an end': Battle of Amiens remembered [6].

Idiom *Jeez Louise!* means "Oh God! Really?!" and is used to express surprise and indignation. The phraseological unit is based on such a stylistic device as consonance, which creates a certain rhythmic background. For example, the author of the following article comments on the importance of obtaining reliable information during a pandemic:

And, *jeez Louise*, the information! [fourteen]

This idiom can also be used to express negation in the sense of "Oh, no!", representing the figurative concept of "denial":

... he denied being on Twitter at all, saying: "*Jeez Louise* I'm not on twitter" [5].

To express the extreme degree of surprise in a situation of informal communication, the phraseological unit *Great Scott*, meaning "holy saints, this can't be!". It is generally accepted that Winfield Scott - US Army General and Liberal presidential candidate - served as the prototype for this expression. In periodicals, the idiom is often found in the headlines of articles:

Great Scott! It's _ back [twenty].

The author of this article discusses the fact that snow in London is a rare occurrence, and emphasizes that such weather conditions shocked the British, who were not used to large amounts of precipitation in the winter season.

Phraseologism *No way, Jose!* is an expressive variation of the expression "by no means, under no circumstances." This article uses such a stylistic device as a play on words, since Jose is the name of football coach José Mourinho. However, in the context of this article, the expression with the proper name used is figurative:

No way Jose: Football is no soap opera, despite Amazon's efforts [13].

The next significant function of phraseological units with an anthroponym component is *attractive*. It lies in the fact that set expressions, which include a proper name, are an expressive constituent element of the heading or subheading of the article, attracting the attention of readers. As a rule, the title reflects the content of the article, which is why much attention is paid to its correct formulation. As K.I. Simanovskaya, "in a newspaper, the headline occupies the strongest, most accentuated position" [3, p. 162]. Authors of publications in periodicals use idioms to draw readers'

attention to a particular issue or problem.

For example, in the following article, Mohammed Nuru, director of public works in San Francisco, was arrested and charged by the FBI with bribery, wire fraud and corruption:

Reading and listening require receptive skills related to the understanding of the studied vocabulary with the help of the context, based on audio-visual features (affixation, transformed lexical units), differentiation of similar-sounding and spelling words. The development of lexical skills requires linguistic knowledge in the field of vocabulary, namely knowledge of the rules of word formation of lexical units and their compatibility, knowledge of construction and function words as means of communication in sentences and texts. In addition, it is important to know the concepts, the meaning of which is expressed differently in different languages.

In our opinion, such topics recommended by the program as the personal qualities of a specialist, professional duties, office work, establishing contacts with employees, planning working hours, corporate rules, a company portrait, production, processes and product properties are specified in accordance with the profile of the university and the future specialty students. . .

Following Tarasova E.S. By term we mean "a unit of any particular natural or artificial language (word, phrase, abbreviation, symbol, combination of words and letters-symbols, combination of words and numbers-symbols) having a special terminological meaning. [8, p.11].

The content of teaching a foreign language in a non-linguistic university, as a rule, includes the following lexical units:

- thematically defined independent significant words and phrases.
- originally professionally oriented terminological units.
- phrases, clichés and phraseological units.

The selection of material is carried out on the basis of the main courses of the specialty. The topics of the texts are related to the history of flights, outstanding figures in aviation and astronautics, and basic concepts in the field of aircraft engineering. Experience shows that in the first year some special aviation terms are acquired in the process of mastering a foreign language. To select a terminological minimum, a comparative analysis of bilingual and monolingual aviation dictionaries with dictionaries of general literary vocabulary is necessary. The organization of the selected vocabulary includes "targeted selection of the necessary language and speech environment for each lexical unit in order to optimally assimilate and take into account the peculiarities of its use in various types of speech activity."

The complexity of studying terminology depends on the nature of the semantic correspondences between the terms of the two languages, ranging from complete correspondence of form and content to the absence of any correspondence (non-equivalence). There are pairs of words that are similar in expression, but different or partially different in content.

Mironenko E.V. offers the best option for representing vocabulary - a thematic block, the graphic organizer of which is a semantic network, which allows not to overload the memory of students with disparate units.

When teaching special vocabulary, an important step is adequate semantization. The traditional methods of term semantization include definition, interpretation, enumeration of features, as well as analysis of the internal form of the term, term-forming elements [4]. Ways of forming terms include abbreviations, suffix, borrowing.

To designate a scientific concept, the technique of semantic transformation is often used using the commonly used word [4] (execution - flight characteristics). This group of professional vocabulary is made up of "polysemantic words, one of the meanings of which is used in the professional sphere of communication."

Meanwhile, the main way of forming terms is currently recognized as syntactic, that is, the formation of terms in the form of a chain. Thus, multicomponent terms and terminological combinations predominate in technical English, which leads to difficulties in translation.

The basis of multicomponent terms are names

nouns, as well as adjectives, participles, numerals, verbs, adverbs act as a dependent component in a term unit. Terms can consist of a different number of components. In English aviation terminology, most often

bipartite terms. The definition function can be:

- noun (navigation system - navigation system).
- adjective (tough airfoil - rigid aerodynamic surface).
- participle -I (chassis - chassis).
- participle - II (manned aircraft is a manned aircraft).

Three-component terms are quite common (flight dynamics analysis - study of flight dynamics) and four-component conditions (instrument flight regulatory documents landing approach - landing approach according to instrument flight rules).

Rubtsova A.V. gives a typology of lexical exercises, including:

- Exercises on linguistic classification (search / selection of the necessary values of language means according to certain criteria): Continue in word family table.

- Cognitive-conceptual (interpretation of linguo-cognitive information contained in non-equivalent vocabulary): Correspondence every from in expressions on in left FROM them explanation from in list on in right.

- Search and orientation (text highlighting support activity): Find phraseological units in the text that describe a similar situation Discursive activity (linguistic / philological interpretation of the text, forecasting tasks, text restoration): Fill in in in space in in text using _ in words below.

- Productive and practical tasks (productive organization and processing of foreign language text material): Fill in in in word family table. Outline the text using the keywords/topic words from the paragraph.

- In addition, to teach the terminology of a foreign language, you can use constructive exercises that require

put the words in the correct order to make a sentence out of them [3, p.23]. This exercise is aimed at mastering the term and applying it in a certain language structure, taking into account the correct word order. A comparative analysis of terms occurs in the process of compiling definitions, clarifying the content of terms. The study of the definitions of terms also involves taking into account the sphere of communication (public or professional). Effective exercises are aimed at combining new terms with previously studied ones, performing equivalent replacements of terms and paraphrases [2].

The selection of key terms in the text helps to build independent statements and combine them into a coherent discourse based on the terminology being studied. The final stage of training is the use of terminology in personal statements that imitate situations of professional communication.

Thus, in the process of teaching a foreign language in an aviation university, students form a professional terminological system, identify the features of aviation terminology in English and Russian, and analyze the structural features of aviation terms in Russian and English. fulfill. The ways of presenting special vocabulary should reflect the features of the functioning of terms in professional communication. The proposed exercises may vary depending on the stage of study and the level of foreign language proficiency of students.

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