

IMPLEMENTING PEDAGOGICAL CONDITIONS OF FORMATION OF FUTURE PILOTS' READINESS TO INTERCULTURAL INTERACTION

Nadiia Martynenko

Postgraduate Student, Flight Academy of the National Aviation University, Ukraine

e-mail: nadya.martynenko@ukr.net, orcid.org/0000-0002-5695-4685

Summary

The need to prepare future pilots for intercultural interaction is related to globalization and integration processes, the requirements of international organizations and the factor of flight safety. It is stated that in flying institutions of higher education insufficient attention is paid to preparation for intercultural interaction, therefore it is necessary to develop purposeful pedagogical measures on formation of future pilots' readiness to intercultural interaction.

This article reveals the problem of preparing future pilots for intercultural interaction. **The aim** of the research is to define various methods of implementing pedagogical conditions of formation future pilots' readiness to intercultural interaction. To achieve the purpose of the researching we have used **the methods** of analysis, synthesis, comparison and generalization of native and foreign psychological and pedagogical sources on the problem of forming future pilots' readiness to intercultural interaction.

The theoretical analysis of scientific research made it possible to identify the following pedagogical conditions for the formation of readiness of future pilots for intercultural interaction: the formation of value orientations through the creation of a positive psychological climate; team work organization in the process of learning professionally oriented disciplines; integration of the culturological aspect into professionally oriented disciplines; stimulating of reflexive attitude to the process of formation of intercultural interaction qualities. To implement the pedagogical conditions of future pilots' readiness to intercultural interaction, we offer the introduction of various methods, such as: interactive methods, projects, video games, ice-breaking exercises, training, case study, role-playing games, brainstorming.

Keywords: value, culturological aspect, reflection, cognitive, motivation, teamwork.

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1. Introduction

In the education system today there are changes aimed at humanizing the learning process, changing the role of teacher and student. The teacher is not only a carrier and transmitter of scientific information, but also an organizer of cognitive activity of students, their independent work, scientific creativity. The main purpose of his activity is to create conditions for the development of a creative personality, which requires more effort and skills than the formation of knowledge and abilities. However, the current situation requires a professional, who combines such characteristics: the formed need for continuous professional self-education and self-development; ability to work with professional information and construct new knowledge; communicative competence, which presupposes an individual style of communication, mastery of speech and non-verbal means of expression, the ability to resolve conflicts.

Native and foreign scholars pay a lot of attention to solving the problem of readiness, intercultural communication and interaction, in particular: the concept of intercultural dialogue

(W. Bibler); theory of language activity and language personality (Yu. Karaulov); psychological theories of personality (B. Ananiev, L. Vygotsky, A. Leontiev, S. Rubinstein); theories of self-realization of personality (L. Kulikova, A. Leontiev, A. Mudryk); research on the formation of readiness for certain activities (J. Godfrey, M. Dyachenko, K. Duraii-Novakova, L. Kandybovich, S. Rubinstein, V. Slastyonin, M. Smith, D. Uznadze); research on various aspects of intercultural communication (O. Iskanderova, R. Lewis, V. Safonova, S. Ter-Minasova); determining the relationship between intercultural interaction and intercultural education of students (N. Danilevsky, M. Kagan, V. Komarov, N. Talanchuk); theoretical substantiation of the category of readiness of the future specialist for professional activity (Yu. Babanskii, N. Kuzmina, A. Shcherbakov). V. Asriian, L. Herasymenko, E. Kmita, O. Moskalenko, O. Kovtun have studied the problem of professional training of flight crew in a foreign language. Some aspects of training the interaction of future pilots are presented in the works of O. Brodova, A. Dranko, O. Kernytskii, A. Savitskaya and others. Theoretical principles of training aviation specialists are thoroughly defined in the works of H. Leshchenko, R. Makarov, T. Plachynda, V. Yagupov.

The complexity of the tasks to be solved by aviation specialists is determined by ensuring flight safety and extremely difficult conditions in which professional activity takes place. It requires constant growth of aviation specialists' professionalism, high level of scientific support of their training and practical activities (*Plachynda, 2013*). The training of aviation specialists in the field of intercultural interaction requires increased attention, as the pilot on international air routes carries out professional communication with the air traffic controller from another country, communicates with many representatives of different cultures on a business trip, and a multicultural environment is available in the cockpit. Under such conditions, readiness for intercultural interaction becomes a factor influencing flight safety. The analysis of aviation events and air crashes states that among the present reasons were misunderstandings due to the belonging of crew members to different cultures, insufficient willingness of the pilot to interact with the air traffic controller of another country in a stressful situation, the linguistic component.

Empirical experience of training aviation specialists in flying higher education institutions states insufficient attention to the formation of readiness of future pilots for intercultural interaction, so it is necessary to develop targeted pedagogical measures to implement the basics, implement skills and develop professional qualities involved in this process. Theoretical substantiation of the problem of readiness of future pilots for intercultural interaction allowed us to determine the structure and components of the formation future pilots' readiness to intercultural interaction in the previous studies.

2. Research results

The analysis of psychological and pedagogical literature showed that the defining the concept of "readiness" is the subject of psychological and pedagogical research. In a large psychological dictionary, readiness for activity is defined as "the state of mobilization of all psychophysiological systems of personality that ensure the effective implementation of certain tasks" (*Zynchenko, Meshcheriakov, 2003: 101*). In the philosophical dictionary (*Ylychov, 1983*) readiness is understood as a high level of emotional, cognitive, motivational and volitional processes of personality. From the point of view of pedagogy, readiness is not only a property of personality, but also a set of special knowledge, skills, that determine the ability to perform activities at a fairly high level (B. Lomov, A. Petrovskii).

The readiness for intercultural interaction can be defined as a personal state, which implies the presence of the subjects' image, structure of action and constant focus of consciousness on

its successful implementation. It contains motivation focused on awareness of tasks, models of probable behavior, built in accordance with existing knowledge, the definition of special activities, assessment of opportunities in their correlation with possible future difficulties and the need to achieve a positive result. The following elements are usually distinguished in the structure of readiness: psychological readiness, theoretical readiness, practical readiness (in some cases it can also be a question of psychophysiological and physical readiness). In the context of our study, psychological readiness implies the presence of positive motivation for intercultural communication, awareness of the presence of different qualities, properties and characteristics of each of the participants in intercultural interaction. This is a positive attitude to cooperation and the formation of trusting relations in the process of interaction. Theoretical readiness is characterized by the presence of the necessary system of knowledge about culture, traditions, features of verbal and nonverbal communication in a particular multicultural environment. Practical readiness testifies to the formation of the personal skills and abilities for effective intercultural interaction.

Readiness for intercultural interaction is a component of professional competence of the future specialist, the basis of his self-development and self-improvement, the formation of an active public position. The level of future pilots' readiness to intercultural interaction is determined by criteria and indicators, the ratio of which indicates the quality of their training. The definition of criteria involves a theoretical understanding of the essence of the phenomenon being studied, and the creation of a system of indicators is based on the identification of objective patterns of social development and a clear idea of the structure of relevant social objects.

The theoretical analysis of scientific research made it possible to identify the following pedagogical conditions for the formation of readiness of future pilots for intercultural interaction: the formation of value orientations through the creation of a positive psychological climate; team work organization in the process of learning professionally oriented disciplines; integration of the culturological aspect into professionally oriented disciplines; stimulating of reflexive attitude to the process of formation of intercultural interaction qualities. The analysis of scientific and pedagogical literature confirms that a modern student needs innovative forms and methods of teaching. To implement the pedagogical conditions of future pilot's readiness to intercultural interaction, we offer the introduction of various methods, such as: interactive methods, projects, video games, ice-breaking exercises, training, case study, role-playing games, brainstorming.

Thus, to implement the first pedagogical condition (the formation of value orientations through the creation of a positive psychological climate), we propose using "brainstorming". This method is based on the group's generating ideas of solving a certain problem. Before the teacher gives task, a group of cadets must come up with as many new ideas as possible, sometimes completely unexpected, which helps to create an atmosphere of ease, competition and cooperation. In the course of work cadets initiate ideas, analyze expediency of realization of each of them, find out factors of expediency of application of new perspective ideas in further professional activity. Effective for the development of future professionals to intercultural interaction will be the implementation of the exercise "Magic Shop", which provides an opportunity to find out what students lack in order to become tolerant people. The most important is interpersonal tolerance: tolerance as a special way of relationships and interpersonal interaction of communication.

Next exercise is "Snowball", aimed at establishing contact between the participants, to unite the group, to create a positive mood for further work. This game will be especially effective for people of different nationalities who study in the same group. The teacher gives the

instructions and students, in order to get to know each other and remember each other's names, will play the game "Snowball". In the general circle, everyone says their names. The work is based on the principle of a "snowball": the first participant calls his name, the second – the name of the previous participant, then his, the next calls the names of the previous two, then his name, etc. The last participant will need to name all group members. This game develops such qualities as openness, respect for the speaker, activity, responsibility, sincerity. The formation of value orientations will allow future pilots to effectively use intercultural communication, respect and accept other cultural ethnic groups, the ability to resolve stressful and conflict situations, enjoy the social environment, have a stable nervous and emotional state, because the safety of crew and passengers depends on physical and psychophysiological indicators.

The implementation of the second condition (teamwork organization in the process of learning professionally oriented disciplines) in the learning process is based on the term "team work". We propose to define the concept "team". In general, there are many definitions of a team, including:

– "a team is a small number of people with complementary skills who strive for a common goal; perform tasks and approaches for which they are mutually responsible" (*Katzenbach, 1993*).

– "people working together on a certain path to achieve a common goal or mission. Work is interdependent and team members share responsibility and hold themselves accountable for achieving results (*Lewis-McClearn, 2020*). The team is a purposeful and intensive interaction between group members, while teamwork can be described as effective and productive practical activities of the team, or a certain joint and purposeful work of a group of professionals working according to established rules. The specificity of the future pilots and a characteristic factor of successful teamwork is communication. Teamwork also affects personal and professional growth, effective achievement of goals and objectives. We believe that for the successful implementation of this pedagogical condition in the educational process it will be appropriate to invite students to make a project on the chosen topic ("*Misunderstanding in the cockpit*", "*Effective intercultural communication*" and so on). Also, for successful team work, we offer a role-playing game "*Decision Making in the Cockpit*", where each student will have a role (commander, co-pilot, passenger, flight attendant). The game will help cadets to develop the ability to determine behavioral styles in interaction, their effectiveness in decision making.

Regarding the third pedagogical condition (integration of culturological aspect to professionally oriented subjects), we should note that the formation of the creative personality of a modern specialist, the integration of culturological features that contribute to the effective development of professional and individual qualities – is the interaction of pedagogical and culturological discourse. The integration of the cultural aspect of the study of professionally oriented English in future pilots will help make the learning process more successful and focused on socio-cultural interaction. The use of the culturological aspect in the classes will allow cadets to gain experience of intercultural communication, develop personal values and humane attitude to representatives of different cultures. It will be appropriate to use a variety of thematic materials, as well as the method of podcasting, which is a very modern and effective way to convey information through listening. This is an opportunity to master the work with sound with the help of special effects, different voices, accents. The teacher can record various texts, materials on cultural topics with the help of, for example, volunteers, speakers of different languages and traditions. Thus, cultural exchange takes place, respect for other ethnic groups and traditions is formed, and it is important that the culturological aspect is organically combined with the study of professionally oriented disciplines.

Regarding the fourth condition (stimulation of reflexive attitude to the process of formation of intercultural interaction qualities), it is worth noting that the problem of forming a reflection of the future specialist – an important component of personality development in the process of educational and professional activities. Reflection acquires special significance in the process of communication of future specialists in the intercultural environment. Reflection, as a way to understand yourself and your partner in the process of interaction and communication allows you to predict and correct each other's actions. S. Maksymenko (*Maksymenko, 2005*) in his research analyzes reflection as a necessity in the interaction of teacher and student in the process of self-analysis and self-assessment.

The level of reflection formation depends on the successful mastery of the training material by future specialists. Self-control, organization of independent work, planning, critical thinking, self-assessment, the importance of their own learning activities – professional qualities that encourage stimulating the student's reflexive attitude to the learning process, and tolerance, courtesy, stress, non-conflict, discipline – important personal qualities of the future specialist. In the process of implementing this pedagogical condition, we will apply the method of training in extracurricular time. The effectiveness of training in the field of student education can be justified by the following facts: in the process of active, exciting co-creation of team members and the coach is much easier to learn the necessary material; students in a few days have the opportunity not only to master a huge amount of new information, but also to learn to use it; training, unlike academic lectures, is aimed not so much at mastering new knowledge, but at creating new ones. A new perception of familiar things, a new view of the world and oneself in this world, a new attitude to circumstances, experience, values, results and leadership.

3. Conclusions

The preparation for intercultural interaction is a complex multicomponent process that requires constant improvement of one's knowledge, skills and abilities in order to participate more productively in multicultural environment. It is based on deep understanding of the language and behavior of the communication partner in the process of joint activities.

The theoretical analysis of scientific research made it possible to identify the following pedagogical conditions for the formation of readiness of future pilots for intercultural interaction: the formation of value orientations through the creation of a positive psychological climate; team work organization in the process of learning professionally oriented disciplines; integration of the culturological aspect into professionally oriented disciplines; stimulating of reflexive attitude to the process of formation of intercultural interaction qualities. The analysis of scientific and pedagogical literature confirms that a modern student needs innovative forms and methods of teaching. To implement the pedagogical conditions of future pilot's readiness to intercultural interaction, we offer the introduction of various methods, such as: interactive methods, projects, video games, ice-breaking exercises, training, case study, role-playing games, brainstorming.

The prospects for further research are to develop a model of formation future pilots' readiness to intercultural interaction and experimental control of its results.

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