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## **Linguistic and didactic principles of teaching at the Aviation Academy**

The article deals with Instilling the teaching of the taught foreign language following the linguo-didactic basis still remains one of the most important and not properly solved problems of modern methodology. Talking about the instillation of speech habits in the specialty language in - aviation the special importance of instilling reading habits in students at this stage of training should be noted. It should also be emphasized that by properly organizing teaching in English here, we create the appropriate conditions for the more effective development of speaking, writing and hearing-understanding skills and habits in the students. The main features of conducting training on a linguo-didactic basis are the formation and development of educational, informative, creative solution of problems, directing to thinking, understanding, analyzing abilities in cadets. Such training can provide interactivity in the process of live communication.

*Keywords:* educational standards, aviation, pilots, understanding, abilities, creative solution, communication

### *Introduction*

According to educational standards, each subject should be taught with a specific competence. The structure of teaching of the perspective subject related to teaching consists of its methods, procedures, habits, ethics, values, norms and pedagogy.

A misconception about teaching is that teaching consists only of a general set of methods, that is, a good teacher can teach his subject well. However, education experts in general agree that teaching competence includes other issues besides general teaching skills. It also requires in-depth knowledge about concepts and question and answer procedures. Different disciplines are organized in different ways, and they have their own question and answer methods. For example, an evidence required to support a set of historical claims differs from the evidence required to prove a certain mathematical hypothesis. However, knowledge about the structure of the discipline by itself does not instruct the teacher. Experienced teachers delicately approach to difficult and easy aspects for mastering a discipline. An effective teacher: must have "knowledge of pedagogical and linguistic content" -



this knowledge is knowledge related to how a particular discipline should be taught, and they differ from knowledge of general teaching methods.

### *Methodological basis*

Knows the structure of his discipline, and this serves as a cognitive “map” for them. The cognitive "map" provides guiding instructions on the tasks given at the lesson, the assessments used to measure the progress made, and questions about the current impact of audience life.

The changes carried out in the Azerbaijani curriculum put different roles on the teacher than the previous ones. Efforts towards education reform cannot be crowned with success without helping teachers in taking on these roles [1].

Based on the general principles of new training, the various roles of English teachers working in Aviation Academy in the classroom can be listed as follows, that is, teachers can perform the following roles:

- a “model” (example), who shows multi-faceted paths to the solution and incorrect “beginnings”, as well as demonstrates high-level thinking skills leading to the solution of issues;

- a consultant who assists individuals, small groups or whole class to determine whether the work being done is in the right direction and whether appropriate progress has been made;

- a mediator who directs questions to think, but leaves it to the class to make decisions;

- a discussion participant who supports students during group presentations by encouraging them to reflect on their activities and explore issues related to the English language;

- an interviewer, who creates certainty in the cadets on the logic and expediency of what they are doing and makes the cadets defend the results they have achieved.

### *Main part*

It follows that it is very important for teachers to master discipline-specific pedagogy, this pedagogy uses the general principles given in the framework of the National Curriculum of Azerbaijan regarding new training and teaching, but also includes elements related to the discipline. New training and teaching is carried out in different forms in different disciplines. For example, during foreign language training it is considered appropriate to implement as emphasizing the importance of functional literacy, reading and writing for real communicative purposes, grammar is necessary knowledge, but not the only goal of language training.



The significant events and progress taking place in our country today testify to the growing influence of our republic day by day. And we, being a citizen, a teacher and a researcher, must carry out work in the field we can and contribute to our republic [2].

In addition, I would like to note that today there is a need for aviation contingents for the implementation of the tasks given as a result of the events that have occurred suddenly, and the successful implementation of these tasks largely depends on ensuring purposeful language training of the representatives of the relevant departments of this or that country in a short time period by the relevant departments themselves.

The interactive method in teaching foreign languages has been applied as a methodical method of work since the 1990s. It is no coincidence that in order to improve the quality of education, it is planned to expand active and interactive training methods as part of the cooperation program between the Government of Azerbaijan and UNICEF in 2000-2004. The program called "Active Training and School Association" shows that the purpose of the active training is to improve the knowledge, skills and habits of educators working at all levels in connection with the innovations applied in the field of education, and to create educational institutions that operate actively and effectively [3].

The study also suggests that learning of foreign languages should be based on linguo-didactic bases along with interactive training methods. In this case, we can achieve not only students' enrichment with scientific knowledge, but also the development of thinking, creative abilities, students' independent acquiring and assimilating the knowledge, the formation, strengthening of habits.

The general opinion is that the linguistic purpose in teaching foreign languages is to develop knowledge, skills and habits through certain linguistic phenomena and situations in order to understand the language.

Back at the beginning of the last century, L.Bloomfield considered that language acquisition could be achieved through repetition, imitation, and practicing of given patterns. In his book "Verbal Behavior" F.Skinner approaching the language as a system emphasized its study in a systematic form. N.Chomsky also proved in his studies that the language should be studied and taught in a complex form[4]. The concept of "communicative competence" that he introduced into the process of language learning was soon recognized as acceptable by linguists and methodologists. J.Habermas and N.Luhmann also noted the importance of building communicative competence and correctly assessed the role of this skill in the process of hearing and understanding. They showed that being thematic and situational, communicativeness should be carried out on the basis of understanding with discourses. Later, the majority had to agree with the opinion that discourse is really an ideal tool for studying foreign languages through situations. Finally, in



1974, that theory was developed by H.E.Piepho, and theoretical foundations of communicative competence were created.

In the course of the study, we have determined that the main purpose of R. Lado in teaching foreign languages was teaching of the language as a means of verbal communication. According to his theory, the methodology of teaching foreign languages as a system realizes the process of studying the language by stages. This work is based on the principle «from hearing and understanding – to speaking»», «<<from reading and understanding-to writing»» [5].

From the middle of the XX century representatives of various streams: researchers approached the problem of communication in teaching foreign languages in different ways, but most of them were able to come to a unanimous opinion on the basis of N.Chomsky's theory that it is not enough to master knowledge on various linguistic aspects, it is important to be able to apply them to the real process of speech.

Perception, understanding and mastering of speech in teaching foreign languages are distinguished by their specific features. It is known from the study that the perception of speech depends on the set goal, what function it performs in the course of activity, the content of speech, its intelligibility, the conditions of perception of speech and the practice of perceptor.

People do not always use verbal communication means in their communication process, besides they also use other tools to more effectively display the information they present verbally. People can realize their feelings, ideas and dreams even without the help of words to convey them. Such communication occurs with the help of non-verbal means. People with different cultural and social stages of development perceive non-verbal means of communication in different ways and this leads to the emergence of many difficulties in the process of communication. Alongside with this the study of the research work confirms that information delivered in a non-verbal way often has a stronger effect than the verbal way. In general, the establishment of the speech mechanism, the creation of a language environment in the process of mastering the language contribute to the development of language acquisition. Speech takes the form of speech only when its meaning is comprehended.

Mastering of any language in teaching foreign languages in aviation academies has a purposeful, conscious nature. A student who wants to learn a language tries to have high activity, flexible thinking, and a fast pace of speech to achieve the goal. In order to successfully carry out these types of activities, they must acquire the necessary psychological ability. The work carried out on the development of a certain ability results in the simultaneous development of several abilities. In this process, the teacher must deeply master the psychological laws of training and education in order to give the young generation deep and solid knowledge about the basics of sciences, instill skills and habits to apply this knowledge in practice, and



successfully carry out the work of forming a comprehensively developed personality. When studying the issue of teaching English on a linguo-didactic basis in higher-military educational institutions, let us consider the concept of military didactics in pedagogy, the essence of the military-pedagogical training process, and the object and subject of the military training process.

The Greek word «didactics» is translated into our language as «I teach» and «the one who teaches»[6]. In both meanings, the concept of teacher is involved. Didactics is the objective laws of teaching knowledge.

The forms of communication include speech, writing, telephone. Fax, television, etc. Communication is one of the forms of activity of personality. In this case, information is encoded, polished and information exchange takes place. In the process of communication person's culture, upbringing and education manifest themselves. The main means of communication is speech. The speech of pilots must be short, informative, exciting, convincing, sincere etc. not only in Azerbaijani, but also in other languages. The words chosen for speech should correspond to the meaning it carries, the thoughts should be interpreted clearly and simply. Linguistic, that is, the oral and written form, which is one of the types of communication, should be taught to students with didactics.

The explanation of the evidence and mental conclusions used in speech is carried out by the following methods:

1. it is directed towards the general, the synthesis is generalized and analyzed.
2. Deduction means conclusion, interpretation and explanations are directed from the general to the particular, analyzed and divided into components.
3. Analogy is confronted, matched, compared and typical manifestations are listed.

All these methods are interpreted through speech for learners.

Training activity means also include didactic handout materials.

Teaching English is of particular importance for our times. Therefore, the development of verbal speech in the study of foreign languages, the intensification of speech activity has become an urgent problem for our times.

Language, which is the most important means of communication between people, is a specific social phenomenon. It emerged with the formation of society, develops, improves in connection with it and at all historical, political stages serves every member of society equally.

Communication, in addition to being the mutual expression and acceptance of information through language, is also an intensive training method that takes personality creativity as a basis. (communicativeness method). This method was created with the purpose of learning speaking in a foreign language. In the communicative method, the richness of vocabulary and knowledge of the rules of speaking with grammatical structures are necessary.



To be able to speak, it is necessary to know the laws of the language, be able to apply it. In the communicative method, progress is predetermined, it develops depending on the perception of the language by the cadets during teaching. It also poorly develops the written speech of cadets. Spelling errors can prevail here.

The language of a teacher using the communicative method should be simple, he must be able to use synonyms and antonyms when necessary. The teaching conducted by this method instills free communication in the students, as well as encourages the students to make a dialogue and exchange ideas. The role of the communicative method in learning oral speech and its development is undeniable. In the study of a foreign language, most part of the material is obtained through the oral form of speech. Generally, oral speech, as a teaching means is the main training process. Because using lexical and grammatical materials in teaching oral speech is inevitable. Correct, smooth, exemplary pronunciation during communication arouses interest of the listener. In this method words, phrases, sentences that are considered characteristic of the English spoken language except for words, word combinations, phrases on the specified topic, are given as equivalent to those in the native language.

In the communicative method based on linguo-didactic training, it is more expedient to use situations, dialogic and monologic speech for the formation of oral speech skills and habits. In dialogic speech, the number, character, volume of remarks, and in monologic speech, the volume of the monologue, its meaningfulness, gradual expansion and complication are considered important in communication. Teaching a foreign language without taking into account the individual-psychological characteristics of cadets by any method is impossible. It is necessary to choose such speech material that corresponds to the sphere of interest and level of knowledge of students. After studying the individual-psychological characteristic of the student, it is possible to create communicative conditions.

It is known that positive emotions remain in memory for a long time, impressing upon a person consciousness. Undoubtedly, it plays an important role in the formation of his personal qualities. In this regard, the reading material should influence over the students's senses. The events given in each text, the situation in which the heroes find themselves, should make them think. Reading can awaken the understanding ability of the person who reads it. The reading material selected for students must meet the requirements of both interest and necessary need. The requirements contained in oral speech determine the level of speech. Description, narration, judgment are very typical for the communicative method. To create communication in the lesson, it is very important that the vocabulary reserve of cadets, expressive reading habit, the ability to build sentences is coherent and the skills referring to the fluent speech exists. All these aims to use a foreign language as a means of communication.



One of the most important tools in teaching foreign languages is the creation of a process of interaction in communication, that is, ensuring interactivity. In language learning, a person aims to influence the opponent with communication by means of questions, requests, orders, explanations, etc. Thus, he can get the necessary information, contacts and other desires from his opponent. The intended goal in the process of communication is based on the joint activity and interrelation of both participants. The process of such interaction creates the basis for the formation of interactive training. The motivation and freedom given to students in this process directly leads to an increase in self-confidence during communication, greater use of a foreign language and, as a result, conscious study of the presented material. We determined the role of motivation in creating communication on the basis of the classification given to the motivation (complete, successful, country study, aesthetic, instrumental) and considered it important to include it in the process of teaching foreign languages.

Our general opinion is that moving away from traditional lessons, organizing foreign language lessons with interactive methods, democratizing the relations of teachers and students in this process, acquiring knowledge, skills and habits on the basis of new lesson models helps to solve psychological problems that will appear in the lesson process in a timely manner.

It should be noted that the forms of training realized in the process of teaching foreign languages at the Aviation Academy are solved depending on the pilots-teacher relations. The study shows that when using interactive training methods based on linguo-didactic training, such stages as motivation, problem setting, organization of research, presentation of material, conclusion and assessment in the course of the classes should be taken into account. The mentioned can be carried out with different methods in the form of individual, pair and group work.

The experience confirms that in order to freely master a foreign language with little time and energy, cadets should be instilled with an interest in learning the language, a willingness to work independently and the skills to be able to conduct a correct analysis. Students must learn a foreign language through modern training technologies, correctly master the models of free communication, conduct purposeful work on the authentic materials, strive for the independent acquisition of knowledge and the development of his own personal communicative skills. Interactive training as a modern method of training greatly intensifies the process of teaching a foreign language, creates the basis for cadet's increased activity, and strengthens the development process of training) also primarily note that the fact that a foreign language has a communicative character, has a fundamental impact on the implementation of program requirements, which are intended to follow the purpose of creating the ability to receive and transfer information. We think that this includes not only the organization with oral speech of students' mutual speech



activity with each other at the lesson, but also the process of a comprehensive approach to the development of skills and habits.

Studies show that in order to ensure the active participation of pilots during interactive training, teachers plan to use many types of activities. They must first of all present or design on their own any type of activity depending on the purpose of the training, as well as exercises that can develop appropriate skills and habits in pilots.

It has been established that, depending on the type and objectives of the tasks presented, developing logical, critical, creative thinking, memory, choosing appropriate type of activity, assigning the subject corresponding to the study at the lesson and demonstrating the result in the form of presentation are characteristic features for linguo-didactic training. Despite the fact that textbooks include many situational tasks that can generate discussion, exercises that develop communicativeness through creative, cognitive learning techniques are in the minority. It would be good if the classes were organized on the basis of principles of personality orientation, cognition, development, education orientation, cooperation and result orientation. In this case, the main features of these principles, which can increase the effectiveness of training in the training process, will create the basis for strengthening motivation, independent assimilation of knowledge, activation of thinking and ensuring interactivity. The application of these principles to the training process may precondition the acquisition of the necessary skills and habits and teaching of foreign languages in academies on a linguo-didactic basis.

The fact that English carries the essence of the main language of communication on a global scale naturally has led to a number of changes in the system of teaching English. At the initial stage of the study a need is felt to investigate which norms and models should be preferred. There are two main factors that greatly complicate instilling English pronunciation skills in Azerbaijani pilots. The first of them is due to the fact that when teaching English as a means of intercultural communication, making a decision about which version of the language should be preferred is a rather difficult issue; the second issue is related to social and psychological factors that underlie the appropriate attitude to the norms adopted by people who use English for communicative purposes. In order to involve students as active participants in an adequate communication process in the English language, they must learn to pronounce the basic sounds correctly and master the rules governing the accent. In our opinion, the difference between language carriers, non-language carriers and persons using English for communicative purposes is that the pronunciation norms inherent in non-language carriers differ from the pronunciation norms of language carriers. The main purpose of teaching language is not only to teach individual aspects (vocabulary, grammar, phonetics), as well as to develop reading, speaking, hearing and writing skills, but also to develop communicative competence in the language studied.





The linguo-didactic basis of the English language imply the ability to adequately use the studied language in any conditions in order to achieve communicative goals. Linguistic competence requires the individual to be competent from the point of view of vocabulary, grammar and pronunciation. In my opinion, here the adequacy should be meant. According to the conclusions of many of the researchers, in order to achieve complete mastery of the language, it is necessary to be in close contact with the speech culture of the studied language. Under the current teaching conditions, most students are deprived of the opportunity to establish direct connections with the culture of the English language. And the only guide to the culture of foreign speech for students is a teacher. It is known that little consideration is given to conducting English language training on a linguo-didactic basis, and there are still numerous problems in this area. We consider that this is a consequence of wrong organization of teaching. In fact, linguo-didactic training should constitute an important and integral part that is integratively included in the process of teaching the language. It should be noted that, just as mistakes made at the level of sounds and sound combinations are among the factors that can complicate communication, improper intonation can also lead to misunderstanding and unintentional rude, tactless behavior of the speaker himself.

This, in turn, leads to violation of communication. In fact, the sentence appears within speech. Out of speech it is only the arrangement of words in a certain order. It is when its content is said with the appropriate intonation that it becomes a sentence. From this it also follows that intonation creates the sentence, emphasizes its main meaning and determines the communicative type of the sentence. Thus, intonation performs a certain syntactic function.

### *Conclusion*

Our goal is to increase the level of importance of the English language in aviation, to reveal the causes of the difficulties faced by students, as well as to identify ways to overcome them. The necessary knowledge should be conveyed to the trainees briefly, a balance should be created between theory and practice. The activity of students should be more aimed at applying the obtained information in practice, that is, at actively participating in communication acts. As known, teaching of foreign languages, in connection with the specifics of the subject, requires from the pupil not only the acquisition of knowledge, but also the development of habits and abilities in him. Gaining knowledge and being capable also reflects putting it into practice in another situation, a completely different situation, other than the one it was acquired in.

In general, the process of teaching English should be organized in an interesting and attractive way for pilots.



When solving the problem of which model or models of teaching English are more expedient to teach when teaching pilots studying in aviation, it would be appropriate to look at the history of the English language and its role in the modern world.

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Х.А. Ельчиева

#### **Лингвистические и дидактические принципы преподавания в авиационной академии**

В статье рассматривается вопрос о том, что преподавание изучаемого иностранного языка на лингводидактической основе до сих пор остается одной из важнейших и должным образом не решенных проблем современной методологии. Исследуя привитии речевых навыков на специальном языке в авиации, следует отметить особую важность привития навыков чтения курсантам на данном этапе обучения. Следует также подчеркнуть, что, правильно организовав здесь преподавание английского языка, мы создаем соответствующие условия для более эффективного развития у учащихся навыков устной речи, письма и понимания на слух. Основными особенностями проведения тренинга на лингводидактической основе являются формирование и развитие познавательных, познавательно-креативных способов решения задач, ориентирующих на мышление, понимание, анализ способностей у курсантов. Такое обучение может обеспечить интерактивность в процессе живого общения.

*Ключевые слова:* стандарты образования, авиация, пилоты, познание, способности, творческое решение, коммуникация

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#### **Авиация академиясындағы лингвистикалық және дидактикалық оқытудың принциптері**

Мақалада шет тілін лингводидактикалық негізінде оқыту қазіргі заманғы әдістеменің маңызды және дұрыс шешілмеген мәселелерінің бірі болып қала беретіндігі



қарастырылады. Авиацияда арнайы тілде сөйлеу дағдыларын қалыптастыру туралы айта отырып, оқудың бастапқы кезеңінде курсанттарға оқу дағдыларын қалыптастырудың ерекше маңыздылығын жеткізеді. Сондай-ақ, мұнда ағылшын тілін оқытуды дұрыс ұйымдастыра отырып, курсанттардың ауызша сөйлеу, жазу және есту қабілеттерін тиімдірек дамыту барысында өз тарапынан әдіснама ұсынған. Лингводидактикалық оқытудың негізгі ерекшеліктерімен қатар, проблемаларды шешуге, танымдық, шығармашылық қабілеттерін қалыптастыруға, сыни ойлауды дамытуға бағытталады. Мұндай оқыту бетпе-бет қарым-қатынас процессінде белсенділікті қамтамасыз ете алады.

*Кілт сөздер:* білім стандарты, авиация, ұшқыштар, таным, қабілеттер, шығармашылық шешім, коммуникация

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