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**Improving the professional speech culture of the aviation sector’s future employees by compiling non-normative glossary**

*In the article the efficiency of nontraditional ways of improving the professional speech culture of future employees in the aviation sector is substantiated. It proves the importance of getting involved them in compiling non-normative words and expressions glossary. The method of using it at Ukrainian language lessons for professional purposes is described.*

The usage of Ukrainian language in our country, as the state language, makes the problem of creating the professional speech culture for the future workers of any profession. Professional language culture is – «1) the conscious perception of language as the means not only of communication, but also the knowledge representation (naming) objects and content of the opinions, as the way to appeal to the recipient, establishing contact with him, expressing the will of the speaker, feelings and emotions, creating the image of the world and a man, and 2) professionally oriented synthesis of grammatical rules and options for word usage, syntactical phrases, constructing texts that provide language (oral and written) designing process and results of work in the relevant field of professional activity» [2, p. 5].

The issue has become topical as it is caused by the state needs of qualified specialists with a high level of communication skills.

The aviation sector isn’t an exception. By A. Kovtun’s generalization, «working professionals whose professional activity is connected with the aviation industry, aviation infrastructure and air transport» [4, p. 205]. The importance of the relevant level of skills and professional communication skills of the employees in this sector, such as pilots and air traffic controllers, «explains by the high cost of error, because of the dialogue depends not only on the success of the human activity, but also the lives of the passengers». [3, p. 175].

Unfortunately, according to own observations, the state of compliance of language standards by future Ukrainian language experts, including the aviation sector is far from ideal. Many students ignore Ukrainian literary language, preferring mixed Russian-Ukrainian dialect (surzhyk) often try to find a right word in a particular speech situation and make a significant number of speech errors caused by violation of all types of rules, often vocabulary and grammar.

Problems of speech culture, including the professional speech, are focused in the research of N. Babich, N. Voloschak, N. Savage, S. Ermolenko, S. Karavansky, A. Ponomarev, A. Serbenskoyi and other scientists. In their works qualities of speech are outlined, the norms of modern Ukrainian literary language are characterized and attention is drawn to the typical cases of violation. Methodological aspects of the definite problem were studied by O. Belyaev, S. Dubovik, L. Golden, K. Klimov, T. Okunevych M. Pentylyuk and others. However, despite some success, methods of formation and improvement of speech culture of high school students is not studied completely and needs to find new, innovative ways to solve it.

The objective of the article is to draw the high school lecturers’ attention to the system work with the glossary of non- normative words and expressions as one of the effective ways to eliminate the common errors of the future specialists’ professional speech.

The proposed system implementation into educational process should begin with the students’ implication to the project of compiling the glossary of the typical violations speech norms (non-normative words) in specialists’ professional speech of the chosen field. The essence of this activity is based on creating among the initiative students, a special research team, whose purpose is to identify the common errors in students’ speech, to figure out the ways of their elimination and bring the results of their work to the student audience (the idea of creating such glossary is borrowed from A. Serbenskoyi [1]. The implementation of this goal is carried out in four phases: 1) studying the literature of the speech culture; 2) observation over students’ speech and selecting the negative speech examples (negative examples); 3) analyzing the selected non-standard words and phrases and their marking according to the types of speech errors; 4) designing the results of work by creating the non-normative glossary of words and phrases.

The result of this project research team work is a glossary-handbook of non-normative words in specialists’ professional speech of a certain area. It will include wrong-dangerous words and communication formula (phrases and even whole sentences) typical for a particular field of activity which are gathered by its members. All actual language material is worth to be divided into two columns: some words are not typical for Ukrainian language or communication formula with the typical mistake of speech are given on the left column, and the literary equivalents of linguistic units are on the right column. For quick orientation the non-normative words should be italicized and arranged in alphabetical order.

To bring students to the conscious learning the norms of Ukrainian literary language and to provide the glossary with more practical importance, it is advisable next to each non-normative linguistic unit, which is located on the left column, give a reference character of the language mistake in brackets according to the language levels. Specifically, the orthoepy mistake should be marked by the letter O accentology – A, lexical – L, phraseology – F, morphological – M, syntax – S. The most common mistakes are lexical, which should be specified in the following varieties: usage the words in unusual meaning (L-1); violation of lexical word-conjunction (L-2); loan translation from Russian language (L-3); russianism (L-4); use extra words – pleonasm (L-5).

The work with the compiled glossary can be done in the course «Ukrainian language for professional purposes». It should begin with a presentation of students’ research group implementation and it should be done from the first lesson of the discipline. It should be emphasize that for the skilled workers of the chosen specialty is very important to master the language. Furthermore, while informing students with the rating point’s allocation by the types of learning activities, announce the sanctions: take the points for the mistakes in the literary language. In this way, we create for future professionals the regulation to master the normative language.

In order to convince in the urgency of the issue it is suggested for students to make a self-diagnosis of their speech culture competence. To do this, they are asked to translate into Ukrainian language statements that members of the certain professions have to use in their professional speech nearly every day.

The findings which are made by each student after checking such tasks will be the basis for serious reflections, and encourage students to improve their own speech.

Students should be immediately informed about the main way to achieve this goal: they must learn to control themselves, especially in the use of so-called wrong-dangerous words and phrases, those units of language, where the violation of literary norms is observed. But the conscious self-control can be achieved only when you know common errors and how to eliminate them. Just this information can be taken from the glossary of non-normative words created by students’ research group. Further the glossary presentation and the acquaintance with the peculiarities of its structure are made.

Then students are encouraged to join to its replenishment. It is offered an optional task such as to collect materials for glossary, for its fulfillment students can get bonus points by the end of the term. Each error is marked on a separate card with the following headings: 1) a word or expression with the faulted literary norm; 2) an edited version; 3) the address of the error; 4) who discovered. This form of work teaches students how to be more attentive to their own and other people's speech, and produces the ability to work with various glossaries and reference books on the speech culture.

An important element of purposeful work to improve the norms of students’ speech can be cultural-language five-minute tasks with an intensive use of the non-normative glossary at every lesson. At these lessons it would be reasonable to give the tasks of identifying non-normative words among suggested words; text editing; finding examples on the certain selection of rules; grouping negative examples by the type of speech errors; error detection and explaining the method of its correction and more. The form of these tasks can be a quiz or a competition.

The suggested system of work with the usage of non-normative glossary was tested at the school department of Humanitarian Pedagogical College, Vinnytsia, during 2012-2015. The result of its implementation was the publication entitled «Glossary-handbook of non-normative words in the professional teacher’s speech» [see: 5].

**Conclusions**

Our experience has shown that an effective way of improving the norms of students’ speech is their involvement into the project of compiling the non-normative glossary and its active use at the lessons. No doubt, the proposed system does not show all the methodological reserves formation of students’ speech, but it will help future professionals to test their cultural-language competence, to determine their level and if necessary to learn the normative words and phrases typical for the speech of the chosen profession. Therefore it will help to raise their speech culture.

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