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METACOGNITIVE LISTENING COMPREHENSION STRATEGIES FOR THE DEVELOPMENT OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF FUTURE AVIATION TRANSPORT MANAGERS

The article examines the ways of forming solid listening comprehension skills among the future aviation transport managers as an indispensable part of their communication skills required for the students' successful professional training.

The research primarily studies the concept of listening instruction, which enumerate three types of listening comprehension instructions practiced in the ESP classroom. Gradually, they were developed as text-oriented instruction, next, communication-oriented instruction, finally, learner-oriented instruction. The most promising is believed to be a learner-oriented instruction based on metacognitive strategies as it offers tools for learners` self-regulated work on listening beyond their classroom.

Next focus of investigation is related to metacognition, its components and its relevance as an approach used to enhance students' listening skills. Metacognitive approach to listening comprehension is regarded as a strategy aimed at the development of students' listening comprehension skills at different levels of their language proficiency, including combined level classroom.

A number of metacognitive strategies, tasks and activities are considered as the means of formation solid listening skills compared to those used in the traditional approach.

It considers metacognitive activities and strategies, which involve the use of metacognitive instructions and tasks which encourage conscious listening modes among students, stimulate cooperation and collaborative dialogue. The effectiveness of suggested tasks and instructions is assessed in terms of professional training of the future aviation transport managers. The results of testing metacognitive tasks and strategies in the classroom of the future aviation transport managers are also analysed.

There was also a conclusion drawn in this article about possible difficulties and superstition to the use of the above-mentioned tasks and activities for certain group of students. There are other objective obstacles caused by the Ukrainian realities that pose a challenge in the process of forming listening skills. The possible ways of dealing with these difficulties are suggested in line with self-directed listening strategies which may become a major solution in case of interrupter classroom work.

Keywords: *listening comprehension skills, metacognition, metacognitive strategies, future aviation transport managers.*

(статтю подано мовою оригіналу)

In the fast-paced and globally connected world of aviation, the role of future aviation transport managers (FATMs) demands more than just technical knowledge and leadership skills. One of the most essential competencies to gain success in this field is listening competence. This skill enables FATMs to understand spoken communication accurately, respond appropriately, and make considered decisions based on what they hear. Whether they are receiving updates during a briefing, participating in international negotiations, or resolving conflicts among team

members, effective listening is a key to successful communication in the aviation environments.

Listening competence involves several interconnected abilities, including the capacity to recognize speech sounds, comprehend technical vocabulary, and understand sentence structures, all while processing meaning in real time. For aviation managers, this also means using both linguistic and non-linguistic knowledge such as operational context, tone of voice, and speaker intent to interpret information accurately. Unlike one-way listening, such as when attending a presentation or watching a safety video, interactive listening requires aviation transport managers to be engaged into two-way communication. This involves responding verbally and nonverbally, asking clarifying questions, and offering feedback, all of which are crucial in maintaining clear and efficient communication with colleagues, clients, and aviation authorities.

For instance, active listening allows aviation transport managers to fully understand instructions or concerns without distraction, while critical listening enables them to evaluate the quality and accuracy of the information they receive.

Ultimately, listening competence contributes to safer operations, stronger leadership, and more efficient management in the aviation sector. As the industry continues to expand and becomes more complex, FATMs who develop and apply effective listening strategies will be better equipped to meet global challenges, support their teams, and ensure smooth and safe air transport operations.

Due to the rapidly changing aviation world, it is of high importance to develop professional communicative competence of future aviation transport managers, the integral part of which is an established listening comprehension skill. For future aviation transport managers (FATMs) the necessity to obtain firm listening comprehension skills cannot be underestimated as they meet their professional demands.

Analysis of recent research and publications. The classical approach to professional listening comprehension is aimed at students` listening outcome of understanding aural discourse to fulfil other language tasks. Students are lacking independence in this activity and teachers` effective assistance to comprehend the professionally related pieces of audio and video materials. To solve these problems metacognitive approach to teaching professional listening comprehension may help significantly. Most researchers such as Goh C., Dunkel P., Graham S., Rubin J., Thompson I., Vandergrift L., etc. agree about the constituting components of metacognition that are metacognitive knowledge, experience, monitoring and control. So, by understanding that metacognition is often defined as students` awareness about modes in learning and teachers guiding these processes through metacognitive instruction may help crucially to form listening comprehension skills as a part of professional communicative competency of FATMs.

The aim of the article. The purpose of this article is to investigate the effectiveness of metacognitive approach to establishing listening comprehension skills of FATMs as a basic part of their professional communicative competence.

Presentation of the main material. To develop listening comprehension skill

as a part of professional communicative competency of future aviation transport managers the educators need to introduce various listening instructions to apply them both in the classroom and beyond it. In general, there three types of listening comprehension instructions practiced in the ESP classroom. Over time, they evolved from text-oriented instruction, next, communication-oriented instruction, ultimately learner-oriented instruction.

Brown A. L. claims that the chief target of listening activity was comprehension with a focus on the ability to decode aural discourse, imitate it, and memorize correct pronunciation, sentence intonation, and grammar structures [1]. Moreover, text-oriented listening instruction included testing listening input, i.g. vocabulary and reading scripts to the audio; concerning classroom interaction in the majority lessons, it was either learner/teacher or individual modes; text completion with information heard in the audio. What is worse, the ability to listen was not at all developed because teachers believed, that it was a natural, inbuilt language skill.

The main aim was to reveal the level of the learners` understanding and how accurately they percept a piece of audio or video. The students were supposed to provide correct answers to the questions based on the theme of the listening. We assume the learners were trained to show appropriate results during final listening tasks. It means that educators were aimed at testing listening, however, not at teaching how to listen.

As educators realized that text-oriented instruction does not meet students` needs, communication-oriented instruction was developed. Listening materials became aligned with the learners` levels, the themes related to their academic curriculum. Listening comprehension was recognized as a diverse set of skills and micro-skills taught in the classroom, which was reflected in many textbooks and courses. Innovative teaching methods integrating four language skills were successfully tested in the classrooms.

Communication-oriented listening instruction features encompassed macro and micro listening skills development, spontaneous peer communication, authentic listening resources, integration of listening activities into reading, writing and speaking. Though learners were not aware of how to process and manage the received comprehension input [4]. Furthermore, self-regulated learning found great support among the majority of educators.

A synergy of widely used listening instructions activated development of a learner-oriented one which was recognized as quite effective to establishing individual listening skills. A lot of distinguished researchers, such as Flavell J. H., Miller P. H., Miller S. A. [2], Goh C., Vandergrift L. [4], Mendelsohn D. [7], O'Malley J. M., Chamot A. U. [8], etc., made a contribution into creation of learner-oriented instruction based on metacognitive strategies.

The features of learner-oriented listening instruction are shown as follows: listening strategy is aimed at dealing with comprehension challenges, developed metacognitive listeners` awareness, an authentic listening causes spontaneous learner/teacher/learner communication, learners are free to choose the corresponding strategy by themselves, permanent teacher`s support, cooperation

with peers, etc. [4]. To summarize, learner-oriented instruction based on metacognitive strategies provides learners with tools for self-regulated work on listening beyond their classroom.

To empower successful usage of these instructions and strategies educators must develop and broaden FATMs` metacognitive knowledge. Goh C., Flavell J. differentiate three kinds of metacognitive knowledge as follows: person one (occupation, age, learning modes), task knowledge (purpose, requirements, task choice), strategy one (selection of learning goals) [2]. Metacognitive knowledge makes it easier for FATMs to designate, assess, postpone assignments, objectives, and strategies by themselves. Brown, who went further, elaborated several metacognitive activities in relation to listening comprehension skills: planning (distinguishing listening objectives, ways to aim them, setting professional communicative short- and long-term activities, finding proper environment to practice listening and focusing on language revising) monitoring (progress, goals, mistakes, comprehension, accuracy), evaluating everything mentioned above.

The majority of the linguists, e.g. Paris S. G., Winograd P., recognize metacognitive relation between knowledge and control [9]. While other such as Goh. C., Veenman M., Wenden A. focus on importance of knowledge and strategy for effective listening comprehension [3]. We suppose that FATMs should be aware of various listening approaches. Moreover, students` collaboration in completing listening assignments may add a lot to enhancing comprehension skills as learners have many reasons to cooperate in class, discuss various strategies, background knowledge, challenging vocabulary, reflect on the professional topic, etc.

Metacognitive instruction in listening comprehension, as Goh C., Vandergrift L. claim, sets clear outlines for students who have various proficiency levels of English [4]. Furthermore, students are trained to choose their own comfortable way to fulfil listening tasks. This approach proved to be useful for both stronger and weaker learners. As a result, students become aware of benefits of appropriate listening modes and strategies; their interest, motivation and confidence grow.

Vandergrift L., Liu X., Goh C. Mareschal C., Cross J. investigated the role of metacognitive instruction in listening for their students [4; 5]. They strongly believe that learners proved to understand the listening tasks much better after teacher-led process-based discussions and self-directed listening tasks, to choose the proper listening mode more confidently. Consequently, the low-proficiency students benefited a lot from a collaborative dialogue before and after listening to professionally related audio or video pieces.

Our FATMs are also introduced to metacognitive approach to professional listening comprehension, in particular, to metacognitive instruction. They are allowed to choose better listening modes, also more confident students are eager to cooperate with the low-proficiency ones, especially with planning, evaluation and problem-solving tasks [10].

The academic results of FATMs demonstrated a noticeable growth in their listening comprehension skills in comparison to those groups that got classical listening instructions.

In her research Goh C. introduced two types of listening comprehension activities that she tested with her students [3, 187]. The first group integrates widely used listening tasks from coursebooks and also compiled by educators. According to Goh C., the second group uses guided reflection which focuses on the certain aspects of students` learning process such as reflection on the listening itself and their successes in it [3, 187].

Among metacognitive experiential listening tasks the scientist distinguishes the following: metacognitive listening sequence, self-directed listening, listening buddies, peer-designed listening programs, post-listening perception activities. In terms of metacognitive guided reflections on listening Goh C. tested listening diaries, anxiety and motivation charts, process-based discussions, self-report checklists [3].

We agree with the author that many of the above-mentioned listening comprehension activities can be creatively adapted and introduced into the classroom. Moreover, once students become aware of usefulness of these tasks they may work after classes and proceed with listening comprehension at their own pace. We are sure our FATMs are able to integrate these activities in relation to their proficiency level of English and previously acquired foreign language experience [10].

However, we came to a conclusion that some part of our FATMs are a bit conservative in their approach to doing listening comprehension assignments. They tend to complete such tasks mostly as they were taught at school by the teachers and according to the widespread coursebooks. Though, we assume that it is true to the fact about less confident students whose level of English is pre-intermediate or lower. Those FATMs whose level of English is intermediate or above never hesitate to try new methods of listening comprehension as they admit that they probably will encounter various professional challenges while solving similar language tasks.

Special attention is drawn by Goh C. and Vandergrift L. to metacognitive listening sequence which allows successful planning mode of listening arrangement namely scaffolding, peer cooperation, individual work [4]. Other metacognitive strategies include problem solving, teacher/ peer/ self-assessment, predicting, reflection. Collaborative listening comprehension activities proved to most successful among FATMs, however, it is more typical of lower skilled students, whereas higher skilled ones tend to work individually.

The scientists also worked out several recommendations concerning integrated sequence-of-lesson listening procedures [4]. They are goal planning; topic, vocabulary, information prediction (sometimes even in their first language); pair process-based discussions including selective listening of confusing pieces of audio or video several times; whole-class process-based discussion led by the teacher; script-sound recognition for eliciting lexical, pronunciation, intonation phenomena; personal reflection that comprise writing listening diaries with the aim of results fixation of effective strategies for further usage while completing comprehension tasks.

Several researchers including Chamot A., Mendelsohn D. investigated the

necessity of listening comprehension strategy training [7; 8]. They came to a conclusion that certain learners deny the need to undertake this training but the evaluation of their listening tasks showed lower results due to the lack of listening strategies, failure of set comprehension goals, etc. We strongly believe that for the aim of developing listening comprehension skills of our FATMs we must make them be aware of all possible instruments for achieving better results in mastering their listening activities for the sake of increasing professional communicative competency.

Currently in Ukraine our university students face not only academic challenges but also a great number of outer threats preventing them from working in the classroom, unpredictable lesson interruptions by air raid alerts, as a result students have to deal with academic assignments on their own far from teachers` guidance. For these reasons we cannot underestimate the value of self-directed listening strategy.

Tan M. Goh C. researched and tested self-directed listening strategy with their students who were offered to fulfil the listening comprehension activities on their own [5]. This strategy comprises three basic stages which are to set comprehension goals like whether it is an audio or video piece, times of playing it, topic, etc.; to arrange all for listening (knowledge on the topic, type of discourse, vocabulary and grammar, dealing with probable difficulties); listening assessment (appropriate level, usefulness of the chosen strategy). All the above correlates with three components of self-regulation: planning, monitoring and assessment. Our FATM students also demonstrated an appropriate level of confidence to work according to the selected strategy, ability to overcome anxiety especially when the tasks appeared to be challenging. Moreover, they applied every available resource like online professional dictionaries, application to slowdown the speed of the recording, peers` assistance, etc.

Next strategy that attracted our attention and caused FATMs` interest was a group listening project which allowed students to collaborate, demonstrate their strong listening skills and reveal some weak points. Advanced students temporarily shared teacher`s responsibilities by setting listening comprehension goals, choosing audio/video pieces of recordings, motivating weaker peers, assisting with challenging vocabulary and grammar, reflecting for better results.

Conclusion. Taking into account the researched theoretical ideas and testing them in the FATMs classroom, we drew the conclusion that all metacognitive strategies and approaches to teaching listening comprehension, as a constituting part of FATMs` professional communicative competency, may be strongly recommended for ESP teachers and their university students.

Perspective. For further investigation, we will give more focus to post-listening perception activities, guided reflections on listening, and possibly listening diaries.

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Царьова Л., Чернявська О. Метакогнітивні стратегії навчання аудіювання в процесі розвитку професійної комунікативної компетенції майбутніх менеджерів авіаційного транспорту.

У статті розглянуто шляхи формування стійких навичок аудіювання серед майбутніх менеджерів авіаційного транспорту як невід'ємної частини процесу формування комунікативних умінь в процесі професійного навчання.

Дослідження переважно вивчає концепцію навчання, орієнтованого на учня, на основі метакогнітивних стратегій, оскільки воно пропонує інструменти для самостійної роботи учнів з аудіювання поза межами класу. Науковці вирізняють три типи стратегій з організації процесу аудіювання, що практикуються на заняттях з англійської мови професійного спрямування у закладі вищої освіти. Поступово вони розвивалися як текстоорієнтоване навчання, комунікативно-орієнтоване навчання і навчання, орієнтоване на учня.

У статті насамперед визначається поняття метасприйняття, його компоненти та відповідність як підходу до покращення навичок сприйняття на слух у здобувачів освіти. Метакогнітивний підхід до навчання аудіюванню розглядається як стратегія спрямована на розвиток навичок сприйняття на слух для здобувачів освіти, які мають різні рівні володіння мовою, зокрема може бути застосована до груп, до яких входять здобувачі освіти з однаковими рівнями мовної компетенції.

Автори наводять метакогнітивні стратегії, завдання й інші види діяльності, що вже продемонстрували свою ефективність в процесі формування стійких навичок сприйняття на слух у порівнянні з традиційним підходом.

Пропонуються метакогнітивні види діяльності та стратегії, що передбачають застосування метакогнітивних вказівок та завдань, які спонукають до більш усвідомленого підходу до виконання завдань з боку здобувачів освіти, стимулюють їх до співпраці та

взаємодії. Ефективність зазначеного підходу перевірено в процесі професійної підготовки майбутніх менеджерів авіаційного транспорту, було проаналізовано результати застосування метакогнітивних завдань і стратегій.

У статті також зазначено висновки щодо можливих складнощів та упередженості у процесі використання вищезазначених завдань у певних категорій здобувачів освіти. Пропонуються шляхи роботи з цими складнощами та за об'єктивних причин, пов'язаних з реаліями України, що зумовлюють додаткові труднощі у процесі формування навичок сприйняття на слух. Розглядається застосування стратегій самостійного аудіювання, що може стати важливим в умовах, коли очна робота в аудиторії часто переривається.

Ключові слова: *навички аудіювання, метапізнання, метакогнітивні стратегії, майбутні менеджери авіаційного транспорту.*