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Soft skills proficiency building in aviation university students in English study

Abstract. This work has been stimulated by the fact that the aviation university students often lack interpersonal skills, which can hinder their career promotion and personal growth. The survey of the foreign countries' experiences of soft skills formation and the importance of their implementation in aviation have been considered. This research work investigates the favorable impact of the English language study aimed at the achievement not only of hard but also of soft skills in the aviation university students. The study utilized an empirical approach, taking into account the study results analysis of the aviation university students in their final year with using problem-solving situations. The results obtained have revealed that this approach has improved the students' interpersonal skills, comprising communication, negotiation, and conflict resolution skills both in cross-cultural teams and with international clients in their future careers as well as the increase in their cultural awareness, thus forming the emotional intelligence. The findings suggest that incorporating the study of soft skills training in the English language classes into the aviation university curricula could not only facilitate their motivation but also lead to more well-rounded and employable graduates. In the information society with close international cooperation and IT technologies there is a great demand for modern approaches to building professionals with special value orientation to strong interpersonal skills (hard and soft) conditioned by the challengeable environment connected both with the rapid technological and scientific development in different fields and the necessity of their rapid implementation into practice and the intercommunicative information field integrity as well as pedagogical process.

Keywords: soft skills; aviation university students; mixed-methods approach; employable graduates; well-rounded employee, cultural awareness, emotional intelligence

Introduction

Interpersonal skills are essential in today's rapidly globalizing world [1]. They enable individuals to effectively communicate, negotiate, and resolve conflicts in both personal and professional settings. Technical university students, in particular aviation university students, need strong interpersonal skills as they will likely work in cross-cultural teams and with international clients in their future careers. However, some aviation university students are not always ready to evaluate the importance with interpersonal skills study, thinking that they could negatively impact their general subject study [2].

Still, as the results of our soft skills study in the English language classes have revealed the communication skills have been improved and students' cultural awareness has been really increased. It is, therefore, logical to infer that it could also improve interpersonal skills.

1. Research method

A qualitative methodology was used in this study, including semi-structured interviews and questionnaires, with aviation university students, professors, and industry professionals. They were collected and analyzed to identify common themes and patterns in the development of interpersonal skills in aviation university students.

2. Problem Statement

The purpose of this study is to investigate the impact of the English language study on the soft skills development in aviation university students.

3. Research Questions

1. It is necessary to clear out whether the methods proposed have reached the expected results of our soft skills formation in the English language classes.

2. We would like to reveal whether the communication skills will have been improved and students' cultural awareness will have been really increased. It is, therefore logical to infer that it could also improve soft skills.

4. Results

The results obtained revealed that the English language study aimed at the soft skills formation and improvement of the students' interpersonal skills, including communication, negotiation and conflict resolution both in cross-cultural teams and with international clients in their future careers have increased students' cultural awareness. The findings suggest that incorporating of soft skills training in the English language classes into the curriculum of technical university could lead to more well-rounded and employable graduates [3]. It is, therefore, logical to infer that it could also improve soft skills. The findings imply that participants' perceptions of soft skills, most efficient academic disciplines and learning techniques for fostering students' soft skills confirm hypothesis that in Russia there are random soft skills inclusions in curricula and few practices to mature the soft skills that justify the need for developing a new governmental policy to cover the gap [4]. In Western countries, issues and strategies for the formation of soft skills in different categories of the population have been studied for a long time. Recently, these problems have become much more likely to attract the attention of Russian scientists. The growing relevance of this issue is associated with the education system, changes in educational and personal guidelines and requirements for professional activity.

Conclusion

The research has been conducted on the basis of the Moscow aviation institute (National Research university) (MAI) during the period of 3 years that has permitted to come to certain conclusions on the state of the problem of foreign languages teaching in non-linguistic universities and the possible ways of their solutions.

The strong interpersonal skills proficiency formation of the Moscow aviation institute students is the process of engineers building with hard and soft interpersonal skills in the globalizing professional environment [5].

1. The results of this study suggest that incorporating the English language study into the curriculum of technical university programs could lead to morewell-rounded and employable graduates. The English language study improves communication skills, negotiation skills, and conflict resolution skills, all of which are essential for success in todays' rapidly changing world. In current challengeable environment the findings of this study have implications for technical university administrators and educators, as they suggest that incorporating soft skills study into the curriculum could also lead to improved employability outcomes for technical university graduates [6].

2. In the information society with close international cooperation and IT technologies there is a great demand for modern approaches to proficiency building of professionals with special value orientation to strong interpersonal skills (hard and soft) conditioned by the challengeable environment connected both with the rapid technological and scientific development in the different fields and the necessity of their rapid implementation into practice, the intercommunicative information field integrity as well as pedagogical process . The study was caused by the necessity of not only giving and facilitating education but also by the forming the personality of a specialist with hard and soft interpersonal skills thus forming emotional intelligence [7].

3. The problem that interpersonal skills refer to effective communication skills has been studied by foreign psychologists abroad at the end of the 20-century. When it was necessary for individuals to convey both simple and complex messages to one another. People's skills such as empathy, encouragement, considerateness, helpfulness, supportiveness, benevolence, sensitivity, social adaptability, motivation, and understanding are attributes that we can mention, when we discuss interpersonal skills, when people are brought together to work in teams. Psychologists now speak about two major intelligences, the more traditional Intelligence Quotient (IQ) and the more recent emotional intelligence quotient (EQ) developed by Goleman [8]. EQ describes qualities of understanding one's own feelings, empathy with others and the feelings of others, and the regulation of emotions to enhance living. Of course, some people display both intelligences, some more of one than the others (Think of the people we asked you to think of above). Indeed, one of the leading figures in human factors in aviation, contends that effective aviators need soft skills in addition to technical expertise, aptitude and training [7].

4. Communication skills are necessary, especially patience, empathy and active listening. These skills are even more relevant when interacting with individuals who are suspected to have an altered mental state due to various causes, including, for example, the use of psychoactive substances (drugs or alcohol). Their behavior can be strange, unpredictable and aggressive. Employees must be able to recognize these conditions and take adequate measures [9].

5. In the information society with close international cooperation and IT technologies there is a great demand for modern approaches to building specialists with special value orientation to strong interpersonal skills (hard and soft) conditioned by the challengeable environment connected both with the rapid technological and scientific development in different fields and the necessity of their rapid implementation into practice, the intercommunicative information field integrity as well as pedagogical process. The study was caused by the necessity of not only giving and facilitating

education but also by the forming the personality of a specialist with hard and soft interpersonal skills thus forming emotional intelligence.

6. In aviation, communication is of integral importance, because as the following information demonstrates, it is not simply a matter of whether an organization functional or not, but it becomes a matter of life and death.

Examples of teamwork skills include (but are not limited to): team facilitation, collaboration, problem-solving, diversity emotional intelligence that means understanding others and emotions managing ability- both yours and other people [10]. We can note, that emotional intelligence works in positions that require one-on-one interaction and a lot of emotional labor. However, emotional intelligence labor is also very important in the workplace — being able to "read" colleagues' emotions and act accordingly can go a long way in building good relations. Emotional intelligence is associated with: empathy, sensitivity, sympathy, compassion, leadership which the ability to motivate, encourage and inspire others and lead a team towards achieving a common goal. Leadership is required to succeed in all sorts of roles, including: management positions like CEO (Chief Executive Officer), director, team leader, etc. Positions where you need to inspire other people. The latter has the ability to motivate, encourage people to go after their dreams and inspire them to become whatever they wish. Examples of leadership skills are: mentoring, motivation, encouraging, inspiring [11].

Hence, you are going to build constructive relationships with your colleagues and want to be a beneficial member of the work environment, you need such qualities as positive thinking: friendliness, humor, sociability, kindness. Any job you apply for will require interpersonal skills of some kind. Some jobs that rely on strong interpersonal skills more than others include: administrative assistants, that need to be highly dependable, among other interpersonal skills. Aviation administrative assistants also come in contact with customers or clients on a regular basis, making interpersonal skills a necessary function of the job. Marketing requires several hard or technical skills and soft skills. Interpersonal communication skills are an important part of marketing and marketing management, as marketing professionals not only work collaboratively in developing marketing campaigns but also with clients and sales teams [12].

Teacher can consider the following ways to improve the interpersonal skills of their students organization of online classes. Compose several workshops, situation online classes and videos on ways you can: practice building interpersonal skills.

1. Seek out opportunities to build relationships between the students of your group. If your students do not have many opportunities to build interpersonal skills, you might consider different situations which you can compose during your classes. This could be related to students' future work like networking or industry-special groups, or simply a group that shares a similar interest or hobby.

2. Be thoughtful about ways your interactions could improve. Take time to review the interactions you have and consider ways you could have interacted more actively. This might be certain words you said, ways you reacted or body language you used.

3. Ask trusted friends or colleagues for constructive criticism. It is helpful to get a third-party perspective about your skill level and special ways you can improve. Ask friends or trusted colleagues to provide constructive criticism regarding your interpersonal skills.

4. Observe other positive interpersonal interactions. It can also be helpful to learn by seeing others use interpersonal skills. Observe positive interactions of those around you and apply those qualities you admire to your own relationships [9].

5.   Seek out mentorship. Asking someone you trust, admire and respect to counsel you on improving interpersonal skills and advancing in your career overall can be an extremely effective way to learn.

Foreign scientists Karlins M., Koh F., McCully L., Chan C.T. think that teachers also can advise their students to set goals. Setting goals for yourself one can also provide structure, making your learning more efficient by understanding when and how you have made adequate highlighting their interpersonal skills when applying for jobs [13]. During the job application and interview phase, they can highlight their interpersonal skills on their resume and their cover letter. After you are successfully hired, after your students should continue to maintain their skills and develop new ones. If you aren't sure how to show their interpersonal skills on a resume, they can get professional help with their resume and feedback questionnaire. On their resume include a few key interpersonal skills under the "skills" section.

Generally, the best skills to put on a resume are those the students are confident will be verified by any of the references they list on their job application. Your students can review the job posting to understand which of their skills are most relevant to the job they are applying for, and which they should prioritize on their resume. Your resume skills section may look like this: technical skills: POS systems, Excel, HTML, digital phone systems additional skills: effective team player, highly communicative and cooperative, active listener, innovative researcher [14].

The students can also provide examples of their interpersonal skills in the experience section of their resume. Recommend your students by including concrete examples of how your worked with others and the results you achieved. For example: "Collaborated with designers, copywriters and strategists on a rebranding initiative that resulted in a 30 % increase in website visits". Read more: how to list your skills on a resume (with template and examples). Including interpersonal skills on a cover letter for the cover letter of your students, your students may focus on one strong, relevant interpersonal skill [15].

If your students want to get hiring immediately jobs, this can help the employer to get a good idea about an area they see as one of their strengths. They may also want to briefly explain how that skill can benefit the employer and create a good work relationship. An example section highlighting their skills in a cover letter could look like the following: "With my previous employer, I was often called upon to help to form collaborative teams. For example: "My managers pointed to my ability to listen to and understand my colleagues' strengths to best determine how to assign effective roles".

There has been conducted the analysis of strong interpersonal skills formation and the students' expert evaluation of learning materials. It has been revealed that the best results have been obtained when authentic textbooks with problem-solving project content have been used [8].

Table 1

**Analysis of strong interpersonal skills depending
on students' expert evaluation considering learning materials**

	Analysis of strong interpersonal skills depending on students' expert evaluation considering learning materials	Traditional textbooks based on grammar-translation method	Authentic textbooks with problem-solving project content
		%	%
I	Hard skills		
I	Cognitive competence	15	85
1	Professional competence	16	84
2	General academic competence	14	86
3	Related competence	13	87
4	Complex problem-solving ability	13	87
5	Operation literacy		
II	Soft skills		

	Analysis of strong interpersonal skills depending on students' expert evaluation considering learning materials	Traditional textbooks based on grammar-translation method	Authentic textbooks with problem-solving project content
		%	%
I	Project-research activity	18	82
1.	Creativity	17	83
2.	Responsibility	15	85
3.	Good-team member	18	82
4	Critical thinking	11	89
5	Cognitive flexibility		
II	Professional key competences	19	81
1	Capable of working in the challengeable environment	15	85
2	Professional competence	11	89
3	Self-motivation	12	88
4	Active learning	14	86
5	Group involvement		
III	Time management	15	85
1	Accurate	11	89
2	Consistent	13	87
3	Practical	12	88
4	Self-esteem ability	19	81
5	Flexibility		
IV	Emotional intelligence	15	85
1	Communicative competence	10	90
2	Cultural values tolerance	13	87
3	Empathy	14	86
4	Available	12	88
5	Loyal to the manager		

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Формирование навыков профессиональной этики студентов авиационного университета при изучении английского языка

Аннотация. Студентам авиационных вузов часто не хватает навыков межличностного общения, что может препятствовать их карьерным перспективам и личностному росту. Рассмотрен обзор зарубежного опыта формирования мягких навыков и важность его внедрения в авиации. В данной исследовательской работе исследуется благоприятное влияние изучения английского языка, направленного на развитие не только жестких, но и у студентов мягких навыков авиационных вузов. В исследовании использовался эмпирический подход, учитывающий анализ результатов исследования студентов авиационных вузов на последнем курсе с использованием ситуаций решения проблем. Полученные результаты показали, что этот подход улучшил навыки межличностного общения студентов, включая навыки общения, ведения переговоров и разрешения конфликтов, как в межкультурных командах, так и с международными клиентами в их будущей карьере, а также повысил их культурную осведомленность. Полученные данные свидетельствуют о том, что включение изучения навыков межличностного общения на занятиях по английскому языку в учебные программы авиационных университетов может не только способствовать их мотивации, но и привести к более всестороннему развитию и трудоустройству выпускников. В информационном обществе с тесным международным сотрудничеством и ИТ-технологиями существует большой спрос на современные подходы к формированию профессионалов с особой ценностной ориентацией на сильные навыки межличностного общения (жесткие и мягкие), обусловленные сложной средой, связанной как с быстрым развитием технологий и науки в различных областях, так и с необходимостью их быстрого внедрения в практику целостность межкоммуникативного информационного поля, а также педагогического процесса.

Ключевые слова: мягкие навыки; студенты авиационных вузов; смешанный подход; востребованные выпускники; всесторонняя культурная осведомленность сотрудников