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METACOGNITIVE LISTENING COMPREHENSION INSTRUCTION FOR DEVELOPMENT OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF FUTURE INTERNATIONAL AIR TRANSPORTATION MANAGERS

Abstract. *It is important for higher education students to be aware of how to influence their thinking, psychological reactions and learning. Metacognition, its strategies and instructions can help with all mentioned above. Thus, a higher education student should have metacognitive skills that are formed mainly in the social environment, but significantly depend on the psychological traits of the individual. A number of studies prove that the creative and effective use of metacognitive instructions by higher education students helps them achieve significant success in learning English for Professional Purposes (EPP).*

When learning a foreign language, awareness of metacognitive knowledge, strategies and instructions are critical for the effectiveness of language acquisition. Students' self-estimation and self-regulation gradually increase through the comprehensive use of the entire spectrum of metacognitive tools. Along with the collective experience, the use of metacognitive instructions is automated and improved, which significantly affects the overall success of the learning process, in particular learning to listen to professional English messages. Metacognitive instructions encourage higher education students to choose the most effective approaches to planning the listening process, monitoring and evaluating the results, with subsequent analysis and selection of successful ways of the listening. The teacher's task is to inform students about the entire spectrum of metacognitive instructions, strategies and perspectives, focusing on metacognitive knowledge (taking into account personality characteristics, setting tasks, choosing strategies to achieve them) and strategic approaches



(planning, monitoring, evaluation). Seeking the effective result of listening training involves the integration of these elements into the educational process. For example, reflection after listening reveals students' mental activity while listening to a foreign language message and increases motivation to choose more effective metacognitive instructions and strategies.

The inclusion of metacognitive listening instructions on a regular basis will contribute to the development of creativity and independence of higher education students in the process of learning EPP. At first glance, simple metacognitive instructions, in the process of comprehensive application, give an impressive result. The variability and repeatability of instructions form the metacognitive thinking, develops professional communicative competence of future international air transportation managers.

Keywords: listening comprehension skills, professional competence, communicative competence, metacognitive instructions, metacognitive knowledge, future international air transportation managers, educational process, setting learning goals, English for Professional Purposes (EPP).

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МЕТАКОГНІТИВНА ІНСТРУКЦІЯ ДО СЛУХАННЯ ДЛЯ РОЗВИТКУ ПРОФЕСІЙНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ МЕНЕДЖЕРІВ МІЖНАРОДНИХ АВІАПЕРЕВЕЗЕНЬ

Анотація. Для здобувачів вищої освіти важливо бути обізнаними щодо того, як впливати на своє мислення, психологічні реакції та навчання. У цьому може допомогти метакогніція, її стратегії та інструкції. Таким чином, здобувач вищої освіти повинен мати метакогнітивні навички, що формуються переважно у соціальному середовищі, проте значно залежать від психологічних рис особистості. Низка досліджень доводить, що творче та ефективне застосування метакогнітивних інструкцій здобувачами вищої освіти допомагає їм досягати значних успіхів у вивченні англійської мови професійного спрямування.

При вивченні іноземної мови обізнаність на метакогнітивні знання, стратегії, інструкції є критичними для ефективності засвоєння мови. Самооцінка та саморегуляція студентів поступово зростає завдяки комплексному застосуванню усього спектру засобів метакогніції. Разом з колективним досвідом відбувається автоматизація і вдосконалення використання метакогнітивних інструкцій, що значно впливає на загальну успішність процесу навчання, зокрема навчання слухати англомовні повідомлення професійної тематики. Метакогнітивні інструкції спонукають здобувачів вищої освіти добирати найефективніші підходи до планування процедури слухання, контролю та оцінки результатів з подальшим аналізом і вибором успішних підходів до аудіювання.

Завдання викладача полягає у тому, щоб довести до відома студентів інформацію стосовно всього спектру метакогнітивних інструкцій, стратегій та підходів, акцентуючи увагу на метаконітивних знаннях (врахуванні особливостей

особистості, постановці завдань, виборі стратегій для їх досягнення) й стратегічних підходах (планування, моніторинг, оцінювання). Орієнтація на ефективний результат навчання слуханню передбачає інтеграцію зазначених елементів в освітній процес. Наприклад, рефлексія після прослуховування розвиває розумову діяльність студентів під час сприйняття іншомовного повідомлення і підвищує мотивацію стосовно вибору більш ефективних метакогнітивних інструкцій та стратегій.

Застосування метакогнітивних інструкцій щодо слухання на регулярній основі сприятиме розвитку творчості та самостійності здобувачів вищої освіти у процесі вивчення англійської мови професійного спрямування. На перший погляд, прості метакогнітивні інструкції в процесі комплексного застосування дають вражаючий результат. Варіативність та повторюваність інструкцій формує метакогнітивне мислення, розвиває професійну комунікативну компетентність майбутніх менеджерів міжнародних авіаперевезень

Ключові слова: навички розуміння на слух, професійна компетентність, комунікативна компетентність, метакогнітивні інструкції, метакогнітивні знання, майбутні менеджери міжнародних авіаперевезень, навчальний процес, колективні завдання, англійська мова професійного спрямування.

Problem statement. During last forty years, a great attention was paid to various approaches aimed at development of listening skills, particularly, in professional foreign language training of future international air transportation managers. Work in the sphere of international aviation requires from aviation personnel high level of professional communication, which is considered to be an essential part of professional communicative competence. For this sake educators extensively use metacognitive listening instructions that were often based on written language models and behaviorist theories. However, coping with challenges of global demands in the aviation field, the education focus has already shifted to considering listening to be a dynamic activity not a passive one as it was believed in the past. A high level of developed interactive listening skills is essential for working internationally.

For future international air transportation managers, who have to solve communicative tasks daily, being aware of diverse listening strategies and instructions is both useful and crucial. Recent research in the foreign language education and second language acquisition fully recognizes the usefulness of metacognitive instructions. This educational method helps higher education students become more aware of the organization of the listening process, allows them to adjust their

understanding, catch key information and respond thoughtfully, especially in the stressful professional environment.

This research deals with investigation of metacognitive listening instruction value, offers theoretical and practical guidance for integrating it into educational process. The article outlines clear educational goals, models, activities, moreover, it explores how these instructions can improve communication and safety in international air transportation management.

Analysis of recent research and publications. Development of listening skills has always been a part of any language educational program which was reflected in works of Brown A. [1], Dunkel P. [2], Goh C. [4], Vandergrift L. [11], Tsarova L. [9], etc., yet many experts (Mendelsohn [6], Vandergrift L. [12], Winograd P. [7], Rubin J. [8], Underwood M. [10]) in teaching foreign language listening comprehension used to argue that it needed more profound theoretical bases. Brown A. [1] stated that, though, listening began to attract educators' attention in the 1960s, the approaches to it were a bit old-fashioned and similar to teaching reading and writing. Now it is absolutely clear that a lot of teaching listening comprehension methods should be rethought and new ones must be introduced into practice, if we want to develop professional communicative competence of



future international air transportation managers.

Brown A. stated three conditions of successful development of listening comprehension skills. They include: clarification concerning difference between spoken and written language activities, the necessity of careful choice of the authentic texts for listening, the selection of the listening topics should correspond the students' learning needs. The implementation of these conditions into modern EPP teaching practice has increased significantly students' communicative level.

Vandergrift L. introduced a metacognitive cycle which inspires learners to integrate metacognitive instructions into listening comprehension process [11]. Gradually, students start to regulate their listening, verify and evaluate their success consequently, they raise learning motivation by self-planning, self-monitoring and self-evaluating. Though, a lot should be done in this field with the aim to broaden metacognitive instruction to a wider range of activities. These will help future managers of international air transportation better understand themselves as profound listeners, realize the challenges of listening comprehension and be aware how to combine both comprehension and long-term learning. This process-based approach is recognized as «metacognitive instruction» which was coined from pedagogical psychology and is aimed at deepening learners' awareness and equipping them with operative methods of listening skills development.

The aim of the article. Various approaches to metacognitive listening comprehension instruction for development of professional communicative competence of future international air transportation managers are supposed to be investigated, including insights into various strategies contributing to successful listening on professional themes.

Presentation of the main material. Metacognition, introduced by Flavell J. in

the 1970s, refers to awareness and regulation of one's own thinking and learning processes [3]. It includes recognizing how and why we think in certain ways during solving learning tasks. Flavell J. described it as monitoring and orchestrating cognitive activities toward specific goals. Metacognitive awareness appears as both experience (e.g., feeling confused) and knowledge (e.g. beliefs about learning). In ESP listening, learners may recall past strategies to solve current problems, though some experiences are brief and not consciously processed.

As metacognition develops through social cooperation, learners vary in the ability to apply it. Research shows that proficient EPP learners use metacognitive strategies more effectively. Scholars have emphasized the importance of metacognition across disciplines, calling it a «seventh sense» and a strong predictor of learning success. In EPP teaching, terms like metacognitive knowledge, skills, and strategies are often used interchangeably, leading to conceptual inconsistency.

The outlined approach to EPP listening instruction combines metacognitive knowledge and strategies, focusing on the core elements such as self-appraisal and self-regulation. This model also aligns with a broader framework that views learning as active, developmental, and socially supported. As EPP listeners progress, their ability to process spoken input becomes more automatic. Collaborative learning enhances further cognitive and emotional engagement, helping learners explore and refine their listening strategies.

Metacognitive instruction has the potential to develop learners' awareness of how they listen and learn, at the same time to equip them with effective strategies. They have proven to be especially helpful for less proficient EPP listeners who can work collaboratively on listening tasks which have also been promising in fostering understanding metacognitive instructions by EPP learners as Goh C. claims [4].

Although research into metacognitive awareness in listening comprehension is still taking place, the current study proves that learners as EPP listeners are at some extent aware about metacognitive knowledge, listening process itself. Goh C., Vandergrift L. believe that the chief task of any educator is to introduce metacognitive instruction into EPP classroom to increase students' listening performance [5].

Learners' metacognitive knowledge impacts the way how they fulfill the assigned listening comprehension tasks (planning, monitoring and evaluating their actions), contrasting to those who execute listening comprehension passively. However, Flavell J. doubts that metacognitive awareness can lead students to process their goals, strategies, and interpretations grounded on their skills and educational context [3]. On the contrary, there is certain evidence suggesting that learners who value effective listening strategies are more willing to use them in communication, better understand personal listening difficulties, moreover, it motivates learners to seek solutions.

In the whole, we suggest that metacognitive instructions offer three key advantages: firstly, they enhance learners' emotional engagement into listening comprehension by increasing their confidence and decreasing anxiety; secondly, metacognitive instructions improve listening feedbacks; thirdly, they are crucially effective for learners who struggle with listening. Further research is needed to explore how metacognitive instructions can be optimized and adapted to various learning goals, e.g. development of communicative competency of future international air transportation managers.

According to Goh C., metacognitive instruction has emerged as a promising pedagogical approach for enhancing learners' awareness of their cognitive processes during listening and for equipping them with strategies to manage those processes effectively [4]. While metacognitive acquisition can be achieved logically through

cooperation with more successful people, such as peers and teachers, our study proved that metacognitive instructions and scaffolded learning practice in the traditional educational settings can considerably expedite and deepen the development of metacognitive knowledge through outlined metacognitive instructions.

Being a rather effective mean to develop listening comprehension skills metacognitive instruction consists of two key notions: metacognitive knowledge and metacognitive strategy. Goh C. [4], Flavell J. [3] recognize three dimensions of metacognitive knowledge that should be targeted at, they are the following: person knowledge (the learner's mode of listening and its influential aspects); task knowledge (the origin and requirements of listening tasks); finally, strategy knowledge (the ways to fulfil the set task). Furthermore, Brown A. attracts attention to self-regulation as a contributing factor that comprises planning, monitoring, evaluating [1]. On the other hand, Veenman S., Vandergrift L. and Baker S. stress the necessity to take into account the following principles of metacognitive instruction: connection with the objective of the subject (in our case professional English for managers of international air transportation), next, learners should be aware of metacognitive approach helpfulness, and non-stop educator's assistance to provide resultative listening comprehension [12].

Grounded on all mentioned above, we have successfully created and tested in the classroom the effectiveness of metacognitive instructions which proved to increase students' self-confidence in listening professionally oriented texts and their motivation. Future managers with lower language level attempted to raise it, higher level students developed their listening strategies and cooperation with peers. In addition, our students succeeded in self-regulating their listening modes via planning, monitoring, evaluating, consequently implementing independent learning which is highly important in our challenging time.



Conclusion. The role of an educator in the frame of metacognitive instruction is absolutely undeniable as he/she engages students into listening process through various metacognitive tools, such as integrated experiential listening tasks, guided reflections on comprehension that will result in effective listening in the professional environment. That is why, it is crucially important to include metacognitive instructions and techniques into academic curriculum of EPP for future international air transportation managers with the aim to develop their professional communicative competence.

Perspectives of further research. In the professional setting of future international air transportation managers, listening comprehension is particularly challenging due to the need for prompt and appropriate responses. This complex skill requires deliberate training, and when developed effectively, it contributes to the formation of strong communicative competence, an outcome that shapes the direction of our ongoing research.

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