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Socio-cultural competence in foreign language training of future aviation specialists

Соціокультурна компетентність в іншомовній підготовці майбутніх авіаційних фахівців

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Abstract

Purpose is an empirical study of the content parameters of socio-cultural competence in foreign language training of future aviation specialists at the stage of their training in a higher educational institution. The research was conducted in the form of ascertaining experiment with a comparison of the content parameters formation. Valid standardized methods, purposeful observation, reliability coefficients are applied. It is established and proved that effective foreign language training of future aviation specialists promotes ethnic (first year of study $M = 25.01$; third year of study $M = 31.56$) and social tolerance (first year of study $M = 28.12$; third year of study $M = 32.45$). They are key ones in the formation of socio-cultural competence. Differences in the formation of key research parameters of socio-cultural competence of respondents of the first and third years of study ($t=2.2-5.1$; $p<.05$; $p<.01$) were designated. It is substantiated that foreign language training of future aviation specialists in

Анотація

Метою є емпіричне дослідження змістових параметрів соціокультурної компетентності в іншомовній підготовці майбутніх авіаційних фахівців на етапі їхнього навчання в закладі вищої освіти. Дослідження проведено у формі констатувального експерименту з порівнянням сформованості змістових параметрів; застосовано валідні стандартизовані методики; цілеспрямоване спостереження, коефіцієнти достовірності. Встановлено і доказано, що ефективна іншомовна підготовка майбутніх авіаційних фахівців сприяє підвищенню етнічної (перший курс $M=25.01$; третій курс $M=31.56$) та соціальної толерантності (перший курс $M=28.12$; третій курс $M=32.45$), які є ключовими у формуванні соціокультурної компетентності. З'ясовано відмінності у сформованості ключових досліджуваних параметрів соціокультурної компетентності респондентів першого і третього років навчання ($t=2.2-5.1$; $p<.05$; $p<.01$). Обґрунтовано, що іншомовна підготовка

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the context of socio-cultural competence formation has axiological and praxeological orientations. It is generalized that the obtained scientific facts are essential. It is expedient to operationalize and implement them in the educational process of foreign language training of future aviation specialists.

Key words: communication, educational process, vocational training, air carriers, value-oriented sphere of the student.

Introduction

Vocational training of future aviation specialists at the present stage of national higher education development aims to take into account European and world standards for aviation specialists. The implementation of world experience is determined by the processes of cultural, social, economic and political vectors of Ukraine, informatization of services and establishing a secure civil society that can coexist peacefully with all subjects of interaction.

Foreign language training is an important component of educational and professional development of future aviation specialist. The formation of socio-cultural competence combines the general cultural development of students and adaptation to life in the social surroundings. Students' study of both foreign and native languages is a formative and developmental educational spaciousness for the formation of socio-cultural competence. The language reflects the culture of the people, values, traditions and customs.

Hypothesis. The authors suggest that the study of socio-cultural competence in foreign language training of future aviation specialists provides important scientific facts that will contribute to the effective training of future professionals. They will also increase their ethno cultural and social tolerance.

Purpose is an empirical study of the content parameters of socio-cultural competence in foreign language training of future aviation specialists at the stage of their training in a higher educational institution.

Literature review

The system of modern education is focused on world standards and is aimed at the formation of general and special competencies.

майбутніх авіаційних фахівців у контексті формування соціокультурної компетентності володіє аксіологічним і праксеологічним спрямуванням. Узагальнено, що отримані наукові факти мають суттєве значення, їх доцільно операціоналізувати та імплементувати у освітній процес іншомовної підготовки майбутніх авіаційних фахівців.

Ключові слова: комунікація, освітній процес, навчально-професійна підготовка, авіаційні перевізники, ціннісно-орієнтаційна сфера студента.

According to researcher L. Volnova (2009), the ability to function effectively in a multicultural society is not only a central aspect of personal development, but also one of the key components of professional self-realization of the future specialist (Radul, 2018; 2019). This gives grounds to consider socio-cultural competence as the goal and result of vocational training of future specialists. Note the diversity of interpretations of the key term in the socio-psychological and socio-pedagogical scientific literature (Volnova, 2009). Related to "socio-cultural competence" is the concept of "cultural competence" – the enculturation of the individual in the cultural community, which allows him / her to freely understand and accept the values, norms, language of the socio-cultural environment and apply them daily (Flier, 2000: 240).

Relevant is the interpretation of "multicultural competence" – the idea of ethno cultural diversity of the world, which is realized through skills, practice and patterns of behavior that provide interaction with people of different ethnic groups and cultures on the basis of positive, i. e. tolerant attitude towards them (Bida et al., 2020). The term "intercultural competence" expresses tolerance for diversity and willingness to question one's own norms (Byram, 2021; Radul et al., 2019; Radul, 2014). "Cultural and psychological competence" is understood as an integral socio-psychological quality of a person, which ensures his / her effective interaction with representatives and objects of different cultures (Zhizhina, 2008).

For high-quality mastering of a foreign language as a means of intercultural communication, it is advisable to simultaneously study the culture, customs and traditions of the nation whose language the applicant is learning. Ethno culture includes understanding the content and color of statements, correctly interpreting cultural,

historical episodes and realities when reading newspapers, magazines and other sources, watching movies and TV shows, as well as communicating with native speakers, understanding behavior and focusing on increased tolerance. (Hirsh, 1988: 10).

A number of modern researchers are aimed at studying not a single member of the ethnic group, but the whole community, with its cultural and linguistic heritage (Baker, 2011; Bradford et al., 2000). Researchers focus on the linguistic picture of the world, which is reflected in the linguistic personality. After all, it is the social and cultural environment that is able to form the linguistic consciousness of the individual, his / her cultural and ethnic identity, conception of the world, values and convictions. The outlined phenomena are found in studies of ethno semantic (Vorkachev, 2001) and dialectal personalities (Nefedova, 2001).

It has been studied and given ground that socio-cultural competence is an important factor in the socialization of the individual in society (Melnyk, 2019). Socio-cultural factors in the formation of communicative and speech competence of future professionals are formed under the condition of stimulating the professional orientation of students' education in the process of studying the humanities. In particular, according to N. Melnyk (2019), the key goal in mastering the cycle of humanities is the formation of communicative competence, which combines the following main components: language competence – phonetic, grammatical, lexical and spelling; speech competence – listening, speaking, reading and writing; socio-cultural competence combines linguistic, sociolinguistic and cultural competences, which provide the speaker with the opportunity to navigate in the authentic socio-cultural space and will further avoid problems in intercultural communication. After all, the formation of socio-cultural competence is aimed at successful intercultural communication. We come to understand that it is not enough to master the native language, enrich the vocabulary and acquire communication skills. Of great importance is the ability to use the language in the socio-cultural spaciousness of the speakers of this culture and language.

Since socio-cultural competence is a component of communicative one, it is advisable to pay attention to the study of communicative competence in the formation and development of future professionals. It was clarified that the need for communicative training of future

professionals is determined by: 1) the humanization of education and the disclosure of the personality creative potential; 2) the development of communicative ability and motivation for constructive communication; 3) the positioning within the competence approach. Communicative competence belongs to the list of general competencies of educational programs (Halian et al., 2020). Thus, socio-cultural competence also belongs to the general competences. Researcher O. Korniiaka (2012) substantiates the importance and defines the content features of the development of communicative competence of students at different stages of professional development.

Theoretical analysis gives grounds to believe that socio-cultural competence is an integrated entity that combines knowledge of world culture, customs and traditions of peoples, tolerant attitude to other peoples, cultures, religions and beliefs, the ability to establish constructive communication with these representatives, to feel confident in a foreign language environment. We summarize that the formation of socio-cultural competence in foreign language training of future aviation specialists is carried out in the plane of professional orientation of their training. Surely, the cycle of humanitarian disciplines plays a key role in the formation of socio-cultural competence.

Materials and methods

Methodology. The methodology of empirical research of socio-cultural competence in foreign language training of future aviation specialists while studying at a higher educational institution was the understanding of socio-cultural competence as an integrated formation of knowledge, skills, abilities and methods of action. Knowledge includes everything related to the impact on the cognitive component and involves awareness of world culture, customs and traditions of native speakers. Also, it is necessary to pay tribute to the formation of a tolerant attitude, which is attributed to the emotional and value sphere of the applicant.

Skills, abilities and higher level – methods of action are reflection of the conative sphere of the applicant. Based on the appointed methodology, the scientific interest in the formation and development will be a comparison of the first and third years of study. First-year applicants are at the initial stage of socio-cultural competence formation. For third-year students, obviously, this competence should already be formed, as the cycle of humanities is mastered. On the final

course there is industrial practice and consolidation of the gained.

The applied starting points of the organized empirical research of socio-cultural competence of future specialists have been tested by researchers in studying the content psychological determinants of the future specialist personality (Halian, 2019; Popovych, 2020b; 2021c), research of competencies in various fields of activity (Blynova et al., 2020b; Kazibekova, 2019; Shevchenko et al., 2020; Skrypyuk, 2020), experimental research of vocational training of future specialists (Popovych et al., 2020a; Surkova & Lomakina, 2020), self-regulatory (Blynova et al., 2020a; Hudimova, 2021; Hudimova et al., 2021; Kharytonov et al., 2021) and apperceptive processes of professional activity (Plokhikh, 2021; Plokhikh et al., 2021; Popovych et al., 2021a; 2021b), corporate culture of a higher educational institution (Blynova et al., 2020c). All abovementioned works have elements of socio-cultural competence, tolerance and professional training of applicants for higher education.

Participants. During September 2021 and February 2022, an ascertaining stage of the study was organized, in which first- and third-year students of Flight Academy of the National Aviation University (Kropyvnytskyi, Ukraine) took part. The study involved six student groups, the total number of applicants at all stages of the research (n=118). Respondents were male (n=56; 47.46%) and female (n=62; 52.54). Students studied in the following specialties: "Management", "Aviation Transport" and "Tourism". The mean age of the sample was 20.32 years (SD = 1.47, range 17-23 years). The sample was created randomly and is heterogeneous in composition.

Organization of Research. During the first semester of the 2021 – 2022 academic year, the ascertaining stage of the research was carried out with the use of valid, reliable technique with standard questionnaires to fill out. The necessary biographical information of the respondents was also collected through a questionnaire. The content parameters of the socio-cultural competence study in foreign language training of future aviation specialists are set by the following psychodiagnostic methods: author's questionnaire "Socio-cultural competence" ("SCC") (Kharlamova, 2014); psychodiagnostic test "Methods for identifying the need for communication" ("MINC") (Orlov, 1998), Test of life-meaningful orientations ("LMO") (Leontyev, 2006); express – questionnaire

"Tolerance Index" ("TI") (Soldatova et al., 2002).

The author's questionnaire "Socio-cultural competence" ("SCC") (Kharlamova, 2014) is aimed at establishing the knowledge of respondents, which is an important component of socio-cultural competence. The content parameters of the questionnaire are four criteria: axiological criterion (AC), gnoseological criterion (GC), praxeological criterion (PC) and personality-reflexive criterion (PRC). The values obtained by the respondents for each criterion allow determining the levels of socio-cultural competence (LSCC) – the fifth integrating parameter. The SCC parameter ranges from .00 to 1.00. We have empirically established that from .00 to .36 is a low level; from .37 to .63 – average level and from .64 to 1.00 – high level of knowledge about socio-cultural competence. The limits are set through the mean descriptive characteristics (M – arithmetic mean and SD – mean square deviation). It is stated that the homogeneity index of α -Cronbach respondents' answers is at a high level .892.

The professional activity of future aviation specialists requires the formation of the need for communication as a personal disposition. The need for communication is determined by the technique Ju. Orlov (1998) "Methods for identifying the need for communication" ("MINC"). The methods contain one scale, which contains thirty-three statements. It is stated that the homogeneity index of α -Cronbach is at a high level of .904

Test of life-meaningful orientations ("LMO") (Leontyev, 2006) aims to determine the central formation of future professionals – the meaning of their activities. In combination with other scales, this test allowed to establish the content special features of the emotional and value sphere of applicants.

The test consists of five subscales that reflect three specific life-meaningful orientations and two aspects of the locus of control. The results are set by scales: 1) the first scale – Life Goals ("Lg") characterizes the presence or absence of the studied life goals in the future; 2) the second scale – Process ("P") reflects the interest and emotional saturation of the process of life; 3) the third scale – Result ("R") shows satisfaction with the lived part of life; 4) the fourth scale – Locus of Control-Life ("Lcl") reflects the researcher's confidence in his / her ability to control his / her own life; 5) the fifth scale – Locus of Control-Self ("Lcs") describes a subject's confidence in

being able to control his or her life. It is stated that the homogeneity index of α -Cronbach respondents' answers is at a high level .854

The final method used at the ascertaining stage is express – questionnaire “Tolerance Index” (“TI”) (Soldatova et al., 2002). This questionnaire diagnosed the general level of tolerance. Using the method: General tolerance index (GTI); Ethnic tolerance / intolerance (ETI); Social tolerance / intolerance (STI); Tolerance as a personality trait (T) were determined. It is stated that the α -Cronbach homogeneity index is at the average level of .786.

Procedures. The study of socio-cultural competence in the foreign language training of future aviation specialists is based on ascertaining experiment with the establishment of significant differences between the parameters of the respondents of the first and third years of study. Respondents were diagnosed according to the following methods: “SCC”, “MINC”, “LMO”, “TI”. Research participants were informed about the confidentiality of data collection and voluntarily agreed to participate in the study. Awareness, confidentiality and voluntariness ensured sincerity and not random

answers. The causal connection was established according to each method separately. Then the reliability was ascertained between the respondents of different years of study.

Statistical Analysis. Data is processed and graphically visualized using “SPSS” v. 25.0 and “Microsoft Office Excel 2007”. Descriptive frequency characteristics were determined, which were the basis for establishing parameter levels. The significance of the correlations was determined using Spearman’s Rank correlation coefficient (rs). Reliable differences were established using Student’s t-test. Differences at the level of $p \leq .05$ were taken into account as statistically significant. The factor load matrix was determined by ANOVA factor analysis with Varimax rotation.

Results and discusión

The obtained results of descriptive frequency characteristics of the socio-cultural competence study in foreign language training of future aviation specialists according to the methods: “SCC”, “MINC”, “LMO”, “TI” are presented in Tabl. 1.

Table 1.

Descriptive frequency characteristics of the socio-cultural competence study (n=118)

Scale	M	SD
“SCC”		
Axiological criterion (AC)	18.32	4.08
Gnoseological criterion (GC)	21.06	5.11
Praxeological criterion (PC)	17.12	3.92
Personality-reflexive criterion (PRC)	19.45	4.18
Level of socio-cultural competence (LSCC)	.62	.17
“MINC”		
Need for communication (NC)	19.01	3.45
“LMO”		
Life Goals (Lg)	32.45	7.21
Process (P)	33.01	6.02
Result (R)	27.13	5.47
Locus of Control-Life (Lcl)	20.03	4.22
Locus of Control-Self (Lcs)	32.05	4.23
“TI”		
General tolerance index (GTI)	83.78	8.11
Ethnic tolerance / intolerance (ETI)	29.01	3.38
Social tolerance / intolerance (STI)	30.94	3.88
Tolerance as a personality trait (T)	30.18	4.08

Source: Personal elaboration, 2022.

Note: M – arithmetic mean; SD – mean-square deviation.

The obtained descriptive frequency characteristics are within the empirical norm proposed by the authors of the methods “Socio-cultural competence” (Kharlamova, 2014),

“Methods for identifying the need for communication” (Orlov, 1998), Test of life-meaningful orientations (Leontyev, 2006) and “Tolerance Index” (Soldatova et al., 2002). Also,

similar average data were obtained in the studies taken into account by the authors during the development of the current research methodology (Halian et al., 2020; Popovych et al., 2020a).

Correlations between the parameters of “Socio-cultural competence” (Kharlamova, 2014) and the scales of the methods used have been established. Correlation was performed on all “SCC” scales (Tabl. 2).

Table 2.
Matrix of correlations of “SCC” parameters with other research scales

Scale	AC	GC	PC	PRC	LSCC
Need for communication (NC)	.109*	.092*	.124**	.039	.121*
Life Goals (Lg)	.108*	.019	-.009	-.043	.084
Process (P)	.010	.034	-.019	-.083	.054
Result (R)	.068	.039	.089*	-.003	.085
Locus of Control-Life (Lcl)	.060	.074	-.019	-.013	-.093*
Locus of Control-Self (Lcs)	-.075	.044	.009	-.019	-.0153**
General tolerance index (GTI)	.101*	.088*	.120*	.139**	.156**
Ethnic tolerance / intolerance (ETI)	.106*	.048	.125**	.089*	.146**
Social tolerance / intolerance (STI)	.089*	.038	.119*	.128**	.134**
Tolerance as a personality trait (T)	.105*	-.007	.059	.091*	.125**

Source: Personal elaboration, 2022.

Note: ** – $p \leq .01$; * – $p \leq .05$.

For visualization, we present significant interconnections in the form of correlation galaxy (Fig. 1).

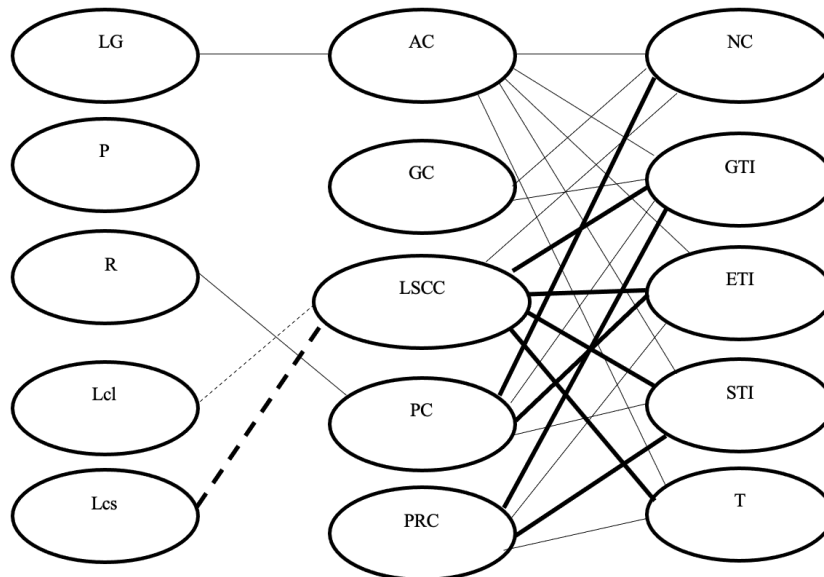


Figura 1. Correlation galaxy of significant interconnections between the content parameters of socio-cultural competence and the parameters of “MINC”, “LMO”, “TI” methods

Source: Personal elaboration, 2022.

Note: — — — — — negative connections at $p \leq .01$; - - - - - negative connections at $p \leq .05$;
 ————— positive connections at $p \leq .05$; ————— positive connections at $p \leq .01$.

The matrix of correlations (see Tabl. 2) and the correlation galaxy (see Fig. 1) showed that the axiological criterion (AC) has a positive significant interconnection with the need for communication ($r_s=.109$; $p<.05$), life goals ($r_s=.108$; $p<.05$), general tolerance index ($r_s=.101$; $p<.05$), ethnic tolerance / intolerance

($r_s=.106$; $p<.05$), social tolerance / intolerance ($r_s=.089$; $p<.05$), tolerance as a personality trait ($r_s=.105$; $p<.05$).

The gnoseological criterion (GC) has a positive significant interconnection with the need for communication ($r_s=.092$; $p<.05$), life goals

($r_s=.108$; $p<.05$) and general tolerance index ($r_s=.088$; $p<.05$). The praxeological criterion (PC) has a positive significant interconnection with the need for communication ($r_s=.124$; $p<.01$), result ($r_s=.089$; $p<.05$), general tolerance index ($r_s=.120$; $p<.05$), ethnic tolerance / intolerance ($r_s=.125$; $p<.01$), social tolerance / intolerance ($r_s=.119$; $p<.05$).

Personality-reflexive criterion (PRC) has a positive significant interconnection with the general tolerance index ($r_s=.139$; $p<.01$), ethnic tolerance / intolerance ($r_s=.089$; $p<.05$), social tolerance / intolerance ($r_s=.128$; $p<.01$) and tolerance as a personality trait ($r_s=.091$; $p<.05$). The level of sociocultural competence (LSCC) has a positive significant interconnection with the need for communication ($r_s=.121$; $p<.05$), general tolerance index ($r_s=.156$; $p<.01$), ethnic tolerance / intolerance ($r_s=.146$; $p<.01$), social tolerance / intolerance ($r_s=.134$; $p<.01$) and tolerance as a personality trait ($r_s=.125$; $p<.01$).

There is also a negative significant interconnection between the level of socio-cultural competence (LSCC) and locus of

control-self ($r_s=-.108$; $p<.153$) and locus of control-life ($r_s=-.093$; $p<.05$). The negative significant interconnection is explained by the fact that the formation of socio-cultural competence probably encourages the respondent to focus on other subjects of interaction, while reducing the localization of control over his / her own "Self" and his / her life. Nevertheless, the level of development of these components is important in the personality socio-cultural competence formation. The clarified results of correlations suggest that future aviation specialists associate sociocultural competence primarily with tolerant attitude towards other cultures, then with the need for communication. This allows us to trace the interconnection with their life-meaningful orientations, which are largely focused on the overall goal and outcome of their activities and vice versa aimed at localizing control of "Self" and their lives.

Figure 2 shows a comparative diagram of arithmetic mean (M) of the studied content parameters of the respondents of the first and third years of study.

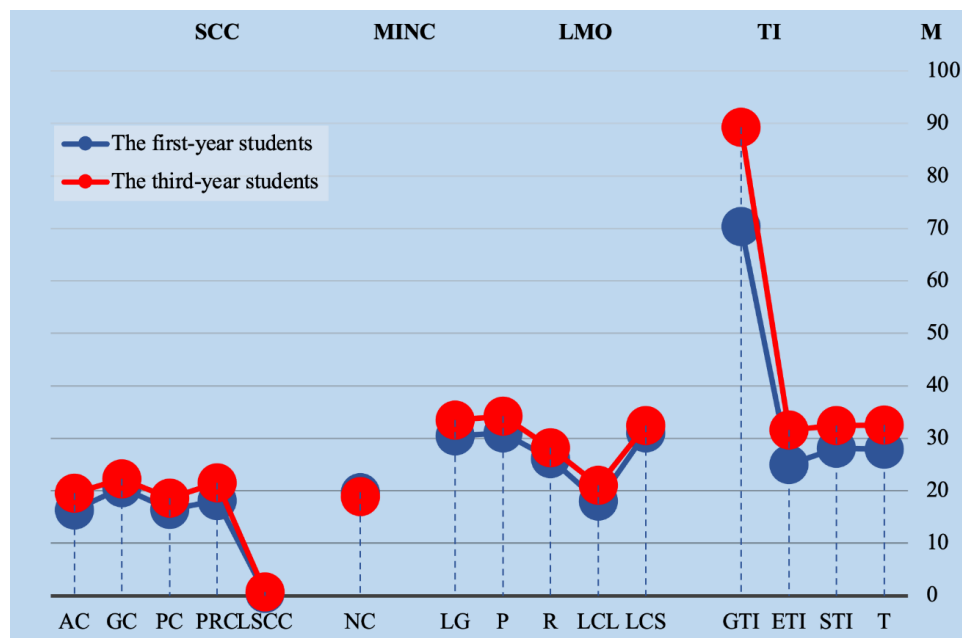


Figure 2. Comparative diagram of arithmetic mean (M) of the studied content parameters of the respondents of the first and third years of study

Source: Personal elaboration, 2022.

Note: AC – axiological criterion; GC – gnoseological criterion; PC – praxeological criterion; PRC – personality-reflexive criterion; LSCC – level of socio-cultural competence; NC – need for communication; LG – life goals; P – process; R – result; LCL – locus of control-life; LCS – locus of control-self; GTI – general tolerance index; ETI – ethnic tolerance / intolerance; STI – social tolerance / intolerance; T – tolerance as a personality trait.

Differences were found with the help of Student's t-test in all pairs of the studied parameters of the respondents of the first and third years of study. First of all, it should be noted that all average values (M) of respondents of the third year of study exceed the value (M) of freshmen, except for the parameter "Need for communication". This is shown in the comparison chart (see Fig. 2). Significant differences were found in the axiological criterion ($t=4.2$; $p<.01$), praxeological criterion ($t=2.2$; $p<.05$), levels of socio-cultural competence ($t=3.2$; $p<.01$), general tolerance index ($t=5.1$; $p<.01$), ethnic tolerance / intolerance ($t=2.9$; $p<.01$) and social tolerance / intolerance ($t=2.2$; $p<.05$).

The established results of differences give grounds to state that foreign language training of future aviation specialists in the context of the formation of socio-cultural competence has axiological and praxeological direction. This denotes that the values that are instilled in students during vocational training are of interest at this time. Note the significant positive changes in the ethnic tolerance / intolerance index (first year of study $M = 25.01$; third year of study $M = 31.56$) and social tolerance (first year of study $M = 28.12$; third year of study $M = 32.45$).

This is also due to the fact that third-year students have more social experience, including experience in communicating and interacting with people from different cultures, successful experience in solving various complex problems. Also, the personal level of tolerance, which affects ethnic and social tolerance, depends on such factors as value orientations of the personality, attitudes, communication experience, desires, interests, stereotypes of behavior, cultural characteristics. Purposeful observation revealed that in the communication between fellow students, the respondents of the first year of study are more tolerant and are able to take predominantly partner position. Respondents of the third year of study more closely monitor the demonstration of tolerant / intolerant behavior and the desire to adjust their interlocutor "for themselves" under any circumstances. The respondents tolerance or intolerance can always be tracked.

We assume that this largely depends on the value orientations formation of particular respondent, which is confirmed in the communicative competence study Halian et al. (2020).

In the context of our discussion, the research on building your own future by Tytarenko et al. (2012) demonstrates that constant self-

development, self-improvement, self-correction and self-construction contribute to improving the qualitative and quantitative parameters of socio-cultural and communicative competence of the individual. A number of empirical studies have focused on the effectiveness of pedagogical technologies in the formation of professional qualities that improve "soft skills" (Halian et al., 2020; Kazibekova, 2019). Formation of interpersonal interaction skills, competence increase in communication with representatives of different categories enhance stress resistance, vitality and prevents emotional burnout of specialists (Bakic-Tomic et al., 2015). An important element in the context of foreign language training is the fact that the formation of communicative competence not only affects the speech development, but also forms the personality value-oriented sphere (Ramirez Berdut & Laurencio, 2015).

The obtained empirical results require the implementation of established scientific facts in the systematic work on the formation of socio-cultural competence in foreign language training of future aviation professionals. The application of the obtained results will be expedient in the context of other achievements of the authors, which relate to the solution of applied problems in mastering foreign languages (English and German) (Herasymenko et al., 2019; 2021), taking into account the approaches that formed the methodological basis of systematic training of foreign language specialists (Necheporuk et al., 2021), use of innovative technologies in foreign language training of aviation specialists (Zelenska & Tymchenko, 2021a; 2021b).

Conclusions

1. Socio-cultural competence is an integrated entity that combines knowledge of world culture, customs and traditions of peoples, tolerant attitude to other peoples, cultures, religions and beliefs, the ability to establish constructive communication with these representatives, to feel confident in a foreign language environment. The formation of socio-cultural competence in foreign language training of future aviation specialists is carried out in the plane of professional orientation of their training. The cycle of humanitarian disciplines plays a key role.
2. The largest number of significant positive correlations ($p<.05$; $p<.01$) between the criteria and the level of socio-cultural competence were recorded with the parameters: general tolerance index ($r_s=.88-$

- .156), ethnic tolerance / intolerance ($r_s=.089-.146$), social tolerance / intolerance ($r_s=.089-.134$), tolerance as a personality trait ($r_s=.091-.135$). This confirms the hypothesis that effective foreign language training of future aviation specialists will help increase ethno cultural and social tolerance.
3. It was clarified that the negative significant correlations between the level of socio-cultural competence (LSCC) with locus of control-self ($r_s=-.108$; $p<.153$) and locus of control-life ($r_s=-.093$; $p<.05$) is the respondent's desire to focus on other subjects of interaction. This reduces the localization on your own "Self" and your life.
 4. The differences of the studied parameters between the respondents of the first and third years of study in the axiological criterion ($t=4.2$; $p<.01$), praxeological criterion ($t=2.2$; $p<.05$), level of socio-cultural competence ($t=3.2$; $p<.01$), general tolerance index ($t=5.1$; $p<.01$), ethnic tolerance / intolerance ($t=2.9$; $p<.01$) and social tolerance / intolerance ($t=2.2$; $p<.05$) are established. It is emphasized that foreign language training of future aviation specialists in the context of the socio-cultural competence formation has axiological and praxeological orientations.
 5. The obtained scientific facts have significant scientific value. It is expedient to operationalize and implement them in the educational process of foreign language training of future aviation specialists.

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