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**THE USE OF INTERACTIVE AND ACTIVE TRAINING METHODS
IN INTERCULTURAL INTERACTIONS OF FUTURE PILOTS**

**ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ ТА АКТИВНИХ МЕТОДІВ
НАВЧАННЯ У МІЖКУЛЬТУРНІЙ ВЗАЄМОДІЇ
МАЙБУТНІХ ПІЛОТІВ**

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One of the leading area of future pilots' professional activity is intercultural interaction. In view of this, special attention needs to ensure the quality of professional training of future specialists for intercultural activities, which provides thorough theoretical and practical training of aviation specialists, implementation of innovative approaches and methods for organization of training process in the higher educational institutions.

The problems of readiness for intercultural dialog and the formation of communicative culture are rather urgent in the conditions of social, ethnic and interethnic cultural space. A. Kozak while exploring intercultural communication in the context of the dialogue of cultures, focuses on interaction in common activity, such as: achieving value orientations, general norms and rules of behavior, understanding etiquette and spiritual affiliation [4].

The purpose of our research is to observe the most appropriate interactive and active methods in the context of communicative culture and intercultural dialog of future pilots’.

Communicative culture covers a combination of knowledge, skills and reflexes that form the basis of intercultural interaction and intercultural contacts that ensure effective activity. Communicative culture as a level of successful organization of intercultural cooperation in a multicultural situation together with appropriate training in professional English, provides knowledge of the peculiarities of communicative style, which is typical for one or another socio-cultural system and which in many respects defines intercultural differences that can become a significant communicative obstacle. The communicative style of life differs the manner of behavior, spread in a certain territorial, socio-cultural, confessional community, and reflects in the degree of activity of the person, stereotypes of behavior, cognitive and emotional characteristics, specificity and dynamics of expression of feelings, peculiarities of perception of time and space, character of interaction of personality with the environment. Communicative culture implies respect for traditions, permit and ban systems, norms, rules of life and behavior of the individual.

The requirements for the preparation of the modern future specialist are aimed not only at capturing theoretical knowledge and skills, but also at practical application of acquired skills of intercultural communication and interaction in real professional situations. Analysis of researches of scientists (I. Dichkivka, M. Kochengina, T. Vakhrsheva) made it possible to state that active methods help to determine the methods of problem solving and to establish favorable working atmosphere. Students are more organized and comprehensive to receive practical knowledge and skills, using active methods in educational activity [1, 2]. We have stopped on the most actual methods for future pilots’ formation of intercultural cooperation, such as: discussions, role games, active exercises, trainings, brainstorming, modeling of professional situations. We believe that conversations and discussions will help to create an atmosphere in the audience.

The method of conversation, discussion refers to the problem lecture. According to the American philosophy and teacher John Dewey, problematic training in the educational system teaches the future specialist to adapt to the real professional environment with practical knowledges and skills. Role play allows participants to understand how people feel, facing some situations. This understanding can be a powerful tool in another educational process; it can contribute to the development of the ability to assess the preconditions for the behavior of other people, which would be

difficult to achieve in any other way. By means of role play and modeling of real situations, our main goal is to teach students the relation of their own and other culture, to use different strategies of establishing contact with representatives of different ethnoses, to manage misunderstandings and conflict situations concerning not properly formed stereotypes.

In a conclusion we must say that the use of interactive and active methods in the future pilots' training helps to activate knowledge about variety of ethnoses, helps to solve conflict situations and to find the ways with getting through with problems, to establish successful and effective intercultural interaction among groupmates and future colleagues.

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