INTRODUCTION

Literature review

The problem of forming linguistic competence has always attracted attention of many Russian and foreign linguists, methodologists, teachers (V.I. Baydenko, V. Bloom, K. Brinker, N. Chomsky, V. Fleischer, U. Hendrix, M.K. Kabardov, G.A. Piskunova, S.G. Ter-Minasova et al.).

For the first time the term "linguistic competence" was introduced by N. Chomsky (1965). It means "the ability to understand and produce an unlimited number of linguistically correct sentences with the help of learnt linguistic signs and the rules for their connection" (AZIMOV; SHCHUKIN, 2009, p. 126).

American linguist D. Hymes (1972, p. 269) expanded the concept of linguistic competence to the concept of communicative competence, "meaning the sum of the speaker’s / listener’s knowledge of the use of language in changing situations and conditions of speech", thus including in the concept not just the language ability, but also a set of contexts for its implementation.

Further interpretations of the concept of linguistic and / or communicative competence are offered in the works of I.L. Bim, Jan van Eyck, S. Muaran, T.P. Ogluzdina, V.V. Safonova et al. The common point of their theoretical research is understanding of communicative competence not only as theoretical knowledge of the language system, but also as the ability to use it in speech (OGLUZDINA, 2011). In addition, the linguistic competence itself in the minds of some scientists, for example, the American linguist L. Bachman (1990), may include several others. In Russian science in the 1990s there was a thought about forming linguistic and communicative competence. A.L. Berdicevsky (1989) pointed out that linguistic and linguocultural competences are components of communicative competence, that is, they are the basis for mastering the communicative competence. Thus, seeing the disunity of definitions, it seems possible to introduce a generalized concept of linguistic competence.

By linguistic competence, we mean the possession of a system of information about the target language according to its levels: phonemic, morphemic, lexical, syntactic, stylistic. A student masters the linguistic competence if he has a clear idea of the system of the target language and can use this system in practice. The quality of the linguistic competence in the target language is influenced not only by the degree of proficiency in it, but also by the level of students’ competence in their native language. Linguistic competence is based on the ability to apply in practice a set of rules governing the language activity – in this regard, the following types of competence are distinguished:

- syntactic competence is the ability to build oral and written speech grammatically correctly;
- semantic competence is the ability to use the rules of interpretation of linguistic expressions;
- pragmatic competence is the ability to use linguistic expressions correctly in communication (DICTIONARY OF LINGUISTIC TERMS, n.d.).
Forming the linguistic competence “as a necessary condition for the intellectual development of a student’s personality requires development and application of the most effective techniques, forms of work in the process of training and organization of educational and independent work of students” (KAZAEVA, 2010, p. 94). L.I. Kazaeva (2010, p. 96) emphasizes that a student must possess the extended linguistic competence, “in order to perform tasks of a problematic, project level in the learning process, which are focused not only on understanding the lexical and grammatical meanings and features of linguistic phenomena, but also on developing the ability to predict, evaluate, argue”. This task is also relevant in aviation universities that train future economists for the aviation industry.

**RELEVANCE**

Currently, the higher education system is undergoing serious changes that stimulate specialists to be creative in their professional activities. The main goal of modern higher education is to train a highly qualified, competent specialist who is in demand on the labor market in an increasingly competitive environment.

Particular requirements are imposed on specialists of the economic profile, since they will be inevitably engaged in business negotiations, preparation of analytical materials on the development and state of markets for goods and services, stock markets, and preparation of business papers. The performance of these functions is associated with the development of communication skills: to conduct a dialogue, defend one’s point of view in a discussion, be able to persuade, prepare analytical reports and present them in front of an audience. The specificity of the aviation sector, where graduates of our university will work, poses even more difficult tasks for teachers in forming the linguistic competence among the students of the economic profile.

However, the heads of enterprises in most cases note the poor language training of graduates of economic specialties. So, according to the statistical data of O. Krivtsova (2008), prepared by 2008, 80% of graduates of economic universities find it difficult to prepare business letters; 60% do not know specialized economic terminology for communication; 70% do not find the opportunity to construct optimal variants of statements in non-standard industrial economic situations, do not have the necessary professionally directed stock of terms for foreign language communication.

In this regard, there was a serious need for forming the extended linguistic competence among the students of economic profile.

Historically, at Moscow Aviation Institute at the Faculty of Economics, as early as in the beginning of 1990s, the decision was made on in-depth study of the English language for the specialty “Organization and planning of international economic activity.” The booming market required more than just English-speaking professionals. When applying for a job, the applicant for a prestigious position in demand was often asked what foreign languages he spoke.

As conceived by the developer of the concept of teaching foreign languages to students of this specialty at Moscow Aviation Institute, prof. G.A. Mkrtchyan, they had to receive in-depth language training in English and study a second foreign language on their choice: French or German. In-depth study of the English language consisted of two stages: General English 4 semesters – 252 hours and Business English 5 semesters – 328 hours, a total of 580 classroom hours. The second foreign language, French, students, as a rule, began to study in the 5th semester from the initial level and by the end of their studies in the 9th semester they could use it quite freely for business communication. 198 classroom hours were allocated to study French.

The level of English proficiency even at the first stage (General English) allowed future engineers-economists to study a number of economic disciplines in English, which was a significant advantage in preparing students for a successful career in international economic activity. At the end of the training, the graduates passed the state exam in English and successfully defended their diploma in English. Such a high level of training in a foreign language was due to a sufficient number of hours and high teachers’ skills.

Unfortunately, during the transition from specialist’s to bachelor’s degree in 2011-2012, the period of study was reduced by one year. In the “International Management” direction, the
number of hours allocated for classroom lessons in the General English course remained the same, but in the Business English course it was reduced to 224. Only 162 hours were allotted for the second foreign language. It became necessary to involve additional methods of organizing the education to maintain the level of training the students in foreign languages.

EXPERIENCE IN TEACHING ENGLISH

When teaching the discipline "A Foreign Language for Business Communication", in addition to traditional teaching methods, teachers actively used the methods of discussions, role-playing games based on problem situations that had a thematic, professionally oriented nature. According to I.A. Zimnyaya (1978), problematicity is solved by the lively activity of trainees in the formulation of problems, tasks, solutions, independent work and self-control. The basic textbook chosen for teaching business English course "English for Business People" (PAMUKHINA et al., 2006) provided such opportunities. In each section, after completing a sufficient number of exercises on mastering key lexical means on a given topic, there were samples of correspondence and the practice of conducting business negotiations on the issue under study. The relevant tasks were provided for composing business letters and dialogues on the topic of the section. Students were asked to resolve a specific problem situation either by writing a business letter or by conducting business negotiations with potential partners. They treated these tasks creatively, often with humor, and in this way they quickly and efficiently assimilated the specific vocabulary of business correspondence and the practice of conducting business negotiations. The Business English course required regular painstaking and hard work from the student. As a result, the students acquired the level of the linguistic competence which allowed most graduates to find a worthy well-paid job in international companies. After many years of work with teachers, former students maintained close contacts with them even after employment. Graduates have repeatedly expressed their gratitude for the acquired skills. However, some young specialists noted a lack of knowledge of aviation vocabulary, some lack of confidence in “live” communication with native speakers.

In accordance with the requirements of the modern business community, the need has gradually matured to improve the course of business English. It became necessary to expand the competence of students of this specialty. There was an acute shortage of educational literature focused on the activities of economists-managers in the aviation sector, there were no corresponding audio and video materials.

That is why the teachers of our department decided to develop an additional professionally oriented textbook “Business English. World Aviation Industry” (GLOTKINA; VOLKOVA, 2021), compiled taking into account the professional needs and interests of students of economic specialties of aviation universities. The manual is based on the following principles: the authenticity of the language material, interrelated teaching of types of speech activity, activation of speech and mental activity, the practical value of the material for the further professional activities of the students. The structure of this book, its thematic range and the proposed types of tasks are aimed at the development of analytical, systemic and communication kinds of competence. The textbook provides materials on listening, developed materials for business games, presentations and discussions in English.

The objectives of this course regarding speaking and listening include improving the skills and abilities to build coherent statements of a reproductive and productive nature, including the statements with argumentation and expression of one’s attitude to the information received; developing the skills and abilities to make messages and reports in English on management topics. The student will learn to conduct a discussion within the framework of a professional topic, while using the speech means of persuasion in public speeches on professional topics in direct contact with the audience, and extract implicit information from an oral message of a monologue or dialogical nature. Grammatical and lexical models are worked out many times, which allows you to immerse yourself easily in the "Video" section. In this part the questions are discussed by foreign experts, which makes it possible for students to develop their readiness for the professional field. Further immersion in the problems of management in the field of the aviation industry and improvement of communication skills in a foreign language is carried out in the sections "Home Reading" and "Using the English Language", where the purpose of the assignments is to consolidate the grammatical and lexical knowledge of the
Forming extended linguistic competence among students of economic specialties at Moscow aviation... language. In this part the student will get acquainted with the historical component of the industry, since all tasks have a historical context. Using advanced technologies provides an increase in the motivation level and, consequently, the result. Stable and actual features of professional skills (the ability to extract information on the specialty from foreign sources, and use it in the industrial activities, the ability to communicate and negotiate with potential colleagues, investors within professional boundaries; ability to plan education and establish links between forward-looking, strategic, tactical and operational objectives of education) can be motivating (SEREGINA et al., 2019).

EXPERIENCE IN TEACHING FRENCH

Forming the students' extended linguistic competence is facilitated by the study of a second foreign language. Currently, a number of authors pay attention to forming the competence and teaching the second foreign language in their works: Baryshnikov N.V., Grigorieva E.Ya., Dalinger V.A., Kaftailova Yu.A., Konysheva A.V., Novozhilova A.P., Plotnikova M.V., Solovova E.N., Shchepilova A.V., Shcherba L.V. etc.

In modern conditions of adaptation of technical university graduates to the existing realities, it is not enough bilingual education, not enough knowledge of the native language and one foreign language, there is a need for multilingual education. For these purposes, MAI students of economic profile are given the opportunity to choose to study French or German as a second foreign language. The curriculum is designed for different levels of initial knowledge of French. French is taught on the basis of the first foreign language – English. The similarity of grammatical structures, alphabet and writing graphics, a significant amount of borrowing of French lexis facilitate the task of learning. At the same time, phonetic differences create additional difficulties in mastering the rules of phonetics and reading, especially during the period of interference.

Students of Moscow Aviation Institute of the economic profile begin to study the second language in the 3rd year and only 2 hours a week are allotted for it, which is too little for the implementation of the tasks. If a student has already studied French at school, then he/she undergoes preliminary entrance testing and is assigned to the group of the corresponding level – Niveau Elementaire or Niveau Intermediaire. Beginners studying “from scratch” accordingly enter the Niveau Debutant group, where they undergo an introductory phonetic course. If the initial knowledge is present, but not sufficient for the Niveau Elementaire group, the student is recommended to the Niveau Faux-Debutant group, where training begins with a repetition of basic concepts and shortly after it pulls up to Niveau Elementaire. Sometimes such a group is preferred by students who started learning French with tutors, and later interrupted it for some reasons, or students who are not confident enough in their knowledge, preferring to repeat the initial course.

The textbook of the authors' collective is recommended for the full-time study department: Gromova O.A., Alekseeva G.K., Pokrovskaya N.M. (2012) - Practical French course. Book 1. The initial stage. This textbook provides an opportunity to study not only the initial course from 1 to 14 lessons, but also more advanced one from 15 to 22 lessons. There is also a prospect of using Book 2 “Advanced Stage” (GROMOVA; DEMIDOVA, 2012) for Niveau Intermediaire groups. For forming the specific linguistic competence among students in the field of international business and foreign trade operations, the French section of the Department of Foreign Languages of MAI uses the textbook by J. Bagan and A.N. Lagner (2011) “Business French”. It is designed primarily to develop the competence in good business correspondence, business French conversation, understanding the issues posed in the business press, and contains a range of well thought-out and written exercises in forward and backward translation.

For forming the extended linguistic competence, focused on the activities of economists-managers in the aviation sector, a bilingual educational and methodological guide for annotating and abstracting English-French authentic texts, developed at department I-13 “Foreign language for students of engineering and physics and mathematics specialties”, Glotkina A.A. and Remennikova I.A. (2018) “The early years of aviation. Les premières années de l’aéronautique. Aviation. Start”. It contains lessons with tasks and exercises for development of speaking skills and assimilation of grammatical structures, forming translation and text
compression kinds of competence, intercultural communication. It includes texts on the history of aviation in two languages for additional reading. The textbook forms the competence of oral and written communication in the professional field.

CONCLUSION
According to the observations of teachers of the Faculty of Foreign Languages of Moscow Aviation Institute, the students who study two foreign languages at the same time willingly participate in linguistic competitions and festivals, speak more confidently at student scientific and practical conferences, use English or French scientific, technical and economic literature more often for preparation of abstracts and reports. This is a guarantee that young specialists will easily cope with their responsibilities at the enterprises of the aviation industry. They will be able to participate in business negotiations, formulate and defend their point of view on the desired issue, make a presentation in front of a large audience; it will not be difficult for them to write a business letter competently, prepare a report, and even publish an article.

It is necessary further to improve the methods of teaching foreign languages for students of this specialty, to increase the effectiveness of teaching students in the conditions of an extremely limited number of hours allocated for these disciplines. Along with traditional teaching methods, it is necessary to involve more modern information and computer technologies for teaching foreign languages. They greatly help to simulate the language environment for future professional managers, using as many audio-visual tools as possible with the participation of native speakers and authentic texts. It is planned to hold more linguistic events – conferences, contests, various competitions to stimulate students not only to develop the linguistic competence and public speaking skills, but also to independently search and process new information, to strive for constant learning and professional development.

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Forming extended linguistic competence among students of economic specialties at Moscow aviation institute

Formação de competência linguística estendida entre estudantes de especialidades econômicas no instituto de aviação de Moscou

Formación de una competencia lingüística extendida entre los estudiantes de especialidades económicas en el instituto de aviación de Moscú

Resumo
O artigo analisa diversas interpretações do conceito “competência lingüística” e formula a atitude dos autores para esta questão. O artigo comprova a necessidade de formação da competência linguística estendida entre os estudantes de perfil econômico de uma universidade de aviação. Os autores descrevem a história de criação e desenvolvimento do conceito de ensino de duas línguas estrangeiras na especialidade “Organização e planejamento da atividade econômica estrangeira” (2008), “Organização da atividade econômica estrangeira/negócios internacionais” (2009), “Gestão internacional” (2012) no Instituto de Aviação de Moscou, compartilham sua experiência prática em ensinar estudantes nessa área. As vantagens e desvantagens dos complexos educativo-metódicos utilizados tanto para o ensino de inglês quanto para a segunda língua estrangeira – o francês é revelado. As formas de melhorar a metodologia de ensino dos alunos nessa especialidade são traçadas para cumprir a tarefa principal - formar especialistas altamente qualificados na área econômica, que estarão em demanda na indústria da aviação em condições de concorrência severa.

Keywords: Linguistic competence. Extended linguistic competence. Business foreign language. Students of economic profile. Moscow Aviation Institute.

Resumen
El artículo analiza diversas interpretaciones del concepto “competencia lingüística” y formula la actitud de los autores ante esta cuestión. El documento corrobora la necesidad de formar la competencia lingüística extendida entre los estudiantes de perfil económico en una universidad de aviazón. Los autores describen la historia de la creación y el desarrollo del concepto de enseñanza de dos idiomas extranjeros en la especialidad “Organización y planificación de la actividad económica extranjera” (2008), “Organización de la actividad económica extranjera / negocios internacionales” (2009), “Gestión internacional” (2012) en el Instituto de Aviación de Moscú, comparten su experiencia práctica en la enseñanza de estudiantes en esta área. Se revelan las ventajas y desventajas de los complejos educativo-métodos utilizados tanto para la enseñanza del inglés como de la segunda lengua extranjera: el francés. Se describen las formas de mejorar la metodología de enseñanza de los estudiantes en esta especialidad para cumplir con la tarea principal: capacitar a especialistas altamente calificados en el campo económico, que estarán en demanda en la industria de la aviación en condiciones de severa competencia.

Palabras-clave: Competencia lingüística. Competencia lingüística estendida. Língua estrangeira de negócios. Estudiantes de perfil econômico. Instituto de Aviação de Moscou.

Palavras-chave: Competência linguística. Competência linguística estendida. Língua estrangeira de negócios. Estudantes de perfil econômico. Instituto de Aviação de Moscú.