

Research on Bilingual Teaching of Professional Courses for Civil Aviation Flight Students

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Abstract: The "Flight Principles" course is one of the most important core professional courses in the aviation theory education of flight students. How to improve the teaching quality and effect of the flight principle course is an important issue in the pilot training process. In the era of economic globalization, how to improve the English listening and speaking ability of pilots is a serious issue. In order to improve the English comprehensive ability of civil aviation flight students, this paper analyzes the importance and feasibility of bilingual teaching, and discusses the key aspects of implementing bilingual teaching in the flight principle course and several problems that should be grasped.

1. Introduction

Pilot training is an important and urgent task in the field of civil aviation transportation. Bilingual teaching is of positive significance to the cultivation of flying talents with high professional quality and proficiency in foreign languages. Its professionalism and technicality can effectively promote curriculum construction and teaching reform. Taking the course of flight principle as an example, this paper discusses the bilingual teaching of the course of flight technology. The bilingualism discussed here refers to Chinese and English. To carry out bilingual teaching in the course of pilots' flight principles can not only improve the level of course construction and enhance the comprehensive English ability of pilots, but also improve the core competitiveness of pilots and better promote the development of civil aviation.

2. Importance of Bilingual Teaching

The International Civil Aviation Organization (ICAO) stipulates that the language of airborne radio calls for civil aviation is English. The pilots must use the prescribed civil aviation English telephone procedure in the execution of international flights. It is an inevitable trend to use English for domestic flights. For pilots, having good English listening and speaking ability is not only a problem of language communication, but also a problem of ensuring smooth land-air communication and flight safety. Therefore, in the process of training pilots, training institutions must pay attention to improving pilots' English listening and speaking ability and comprehensive application ability.

"Flight Principles" course is a compulsory course for the training of flight technology professionals. Bilingual teaching is the objective need for pilots to go to the world. Being proficient in English listening and speaking is one of the most basic requirements for pilots on international flights, and also an important step for pilots to fly international flights. On the one hand, bilingual teaching enables pilots to enter English listening and speaking situations frequently, which plays an important role in improving pilots' English listening and speaking ability and effectively overcomes language barriers in communication with foreign pilots; on the other hand, it can strengthen pilots' aviation English level and read English for pilots. Professional information, improve business ability to lay a solid foundation.

3. Feasibility of Bilingual Teaching

CBI teaching concept proves the feasibility of bilingual teaching [1]. Content-based instruction (CBI) is a concept that language teaching is based on the teaching of a certain subject or on the teaching of a certain subject, aiming at integrating the scientific learning of language learners. The ultimate goal of language learning is not to master the language itself, but to do things with it. For example, to master other subjects through foreign languages. It can be seen that the core idea of CBI coincides with the bilingual teaching of professional courses [2].

4. The Relationship between Bilingual Teaching and Foreign Language Teaching

Bilingual teaching cannot be equated with foreign language teaching. It is necessary to correctly understand and deal with the relationship between bilingual teaching and foreign language teaching.

First of all, from the definition of the two, bilingual teaching and foreign language teaching have essential differences: Bilingual teaching mainly refers to the teaching of non-linguistic subjects in foreign languages in whole or in part. Therefore, bilingual teaching does not belong to the teaching of language subjects, but uses language as a means to teach subject professional knowledge. Foreign language teaching refers to the teaching activities of learning language through the education system. The purpose is to help and train students to master the language knowledge and language skills of foreign languages and solve the basic problems of students' language. Therefore, foreign language teaching belongs to the teaching of language subjects. In this respect, there is an essential difference between the two.

Second, the two complement each other and influence each other. Foreign language teaching is the premise and basis for the implementation of bilingual teaching. It can clear the language barriers in the process of bilingual teaching, so that the knowledge goal of bilingual teaching can be realized smoothly. Without foreign language teaching as the foundation, bilingual teaching is difficult to carry out and carry out. Bilingual teaching has a promoting effect on foreign language teaching. It is the extension and development of foreign language teaching in the field of subject knowledge. It is a new way to use knowledge as a tool to impart knowledge. The purpose of foreign language teaching is to master a language and use it skillfully. Bilingual teaching is to achieve the purpose of mastering subject knowledge through a language as a medium, so that students can understand multiculturalism, analyze and solve problems in another way of thinking, and use this language to conduct academic exchanges with relevant disciplines in the world. At this point, foreign language teaching and bilingual teaching have commonality. Therefore, bilingual teaching and foreign language teaching are interrelated and mutually influential [3].

5. Key Links in Bilingual Teaching of Flight Principles Course

First of all, we should strengthen the construction of teachers. Teachers are the key to the success or failure of bilingual teaching. Bilingual teachers need a complete knowledge system, teaching ideas that keep pace with the times, keep abreast of the cutting-edge knowledge of the times, and also have a comprehensive ability structure, such as information acquisition ability, language use ability, teaching monitoring ability and teaching method application ability. "Flight Principle" is one of the core courses of flight technology specialty. Bilingual teaching is an important way and method to improve the quality of flight personnel training. It is the most important task to select and train teachers with profound aviation theory professional ability and English teaching ability for professional construction and quality curriculum construction. In addition to having deep professional knowledge and a high level of English, it is essential that young teachers have the enthusiasm and full enthusiasm for trying new things in bilingual education. Otherwise, bilingual teaching may be in the form of a form, and it will be easy to quit halfway after encountering difficulties and setbacks in the process of implementation for a long time, and it is difficult to achieve a gradual bilingual teaching effect.

Secondly, we should strengthen the construction of teaching materials. It is the best way to select

high-level English original textbooks. The classical textbooks compiled by foreign experts can not only understand the frontier trends and new knowledge of professional development, but also introduce some advanced educational concepts. Self-compiling bilingual textbooks is the most pertinent way to implement bilingual teaching. In the early stage, based on the original English textbooks, according to the characteristics of the students, the bilingual lectures can be compiled by themselves, so as to gradually improve the level of compiling textbooks and eventually form a high level of self-compiled textbooks. In addition, Chinese textbooks and related English textbooks can also be used as supplementary materials for students' learning. The self-compiled teaching materials and teaching materials are used together, which greatly facilitates the preparation of teachers' lessons, improves teachers' professional level and teaching quality, and also improves students' learning enthusiasm and pertinence [4].

Thirdly, choose appropriate teaching methods. It is the first goal for bilingual teachers to have a thorough understanding of the original English textbooks and a good command of the professional contents of both Chinese and English. Teachers should work hard to develop their English application ability. Bilingual teaching plan, syllabus and other teaching documents should be written in bilingual language, bilingual blackboard writing and multimedia teaching methods should be used. Teachers can use flexible and diverse teaching methods to make up for the lack of teachers' own quality. For example, teachers can use assistant teaching methods such as physical objects, pictures, slides, videos, situational teaching, activity teaching and other teaching methods, and use body language such as expressions and actions to help students understand, so as to alleviate the language thinking pressure of learners [5].

In addition, "pilots" into the classroom is one of the important measures to improve the teaching level. Under certain conditions, employing pilots to enter the classroom and carrying out teaching activities in the form of "two teachers in the same room" will effectively enhance the pilots' recognition of aviation English learning, further stimulate their interest and enthusiasm in learning English, and enable students to have a good understanding of the importance of listening and speaking English. Aeronautical theory learning and English listening and speaking ability training will be more thorough, and will effectively enhance the confidence and determination of students to learn flight principles courses and English well.

6. Several Issues to be Grasped in the Process of Bilingual Teaching

First of all, we should grasp the time of the course. At present, the "2.5 + 1.5" group training mode is widely adopted by pilots. The course of flight principle should be set up at the right time. We should not only consider the curriculum learning requirements stipulated in the talent training program, but also take into account the gradual progress of students' knowledge learning. Aeronautical English should be regarded as a leading course in the course of flight principles. Flight English course can be offered in the first semester. Therefore, flight principle course is suitable for the second semester or later.

Secondly, we should pay attention to classroom organization. In the course of classroom teaching, teachers should pay close attention to students' little reactions, so as to communicate with students in time and encourage and guide students to try to answer questions in English. Teachers can set up small files of classroom participation and interaction for students and record the performance of each student in class. For the students who actively participate in the classroom, praise should be given in time to enhance their confidence in bilingual learning; for the few students who do not participate, teachers should communicate with them in time after class, understand the problems of students, help them overcome their fear and fear, and encourage them in the next bilingual class. To get involved, you can at least review what you learned in the last lesson in English. At the same time, teachers need to give this part of students praise and encouragement in time, so that students can fully feel their progress every time. Through students' continuous participation in the classroom and teachers' continuous praise and encouragement to students in the process of students' participation, students' enthusiasm and interest in bilingual learning can be fully mobilized, students can learn happily step by step, and ultimately students' habit of thinking in

English can be cultivated [6].

Thirdly, we should handle the teaching progress well. Bilingual teaching is bound to slow down the progress of teaching. However, after bilingual teaching, the course planning hours have not increased. When teaching in Chinese, teachers and students have already felt the difficulty and tension of the flight principle course. Bilingual teaching requires the extensive use of professional English in the classroom, and students' listening comprehension is generally lagging behind, which will inevitably affect the progress of teaching, but the teaching plan must be completed. There is an irreconcilable contradiction between the limited class hours and the slow teaching schedule. In this case, teachers should make scientific choices about teaching content. For the non-key content that students can learn by themselves, students can be properly arranged to study by themselves.

7. Conclusion

Flight principle course plays an important role in the training process of pilots and even in the whole career of pilots. To lay a solid foundation for pilots 'flight principle course is of great significance to the training of qualified civil aviation pilots and the development of civil aviation. Exploring the bilingual teaching of pilots' flight principle course from the perspective of applied talents will surely improve the overall quality of pilots and promote the all-round development of civil aviation industry.

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