

UDC 629.7:[811.111:37.013]

DOI <https://doi.org/10.32782/2412-9208-2026-1-260-270>

**COGNITIVE-COMMUNICATIVE APPROACH IN THE ACQUISITION
OF LEXICAL FOREIGN LANGUAGE COMPETENCE BY FUTURE
AVIATION SPECIALISTS: THEORETICAL ASPECT**

**КОГНІТИВНО-КОМУНІКАТИВНИЙ ПІДХІД У НАБУТТІ ЛЕКСИЧНОЇ
ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІМИ АВІАЦІЙНИМИ
ФАХІВЦЯМИ: ТЕОРЕТИЧНИЙ АСПЕКТ**

Svitlana TYMCHENKO,
Candidate of Pedagogical Sciences,
Associate Professor,
Associate Professor at the
Department of Professional and
Aviation
Language Training,
Ukrainian State Flight Academy
1, Stepana Chobanu Str.,
Kropyvnytskyi, 25005, Ukraine

lana.t.2015@ukr.net
<https://orcid.org/0000-0001-8627-1220>

Світлана ТИМЧЕНКО,
кандидат педагогічних наук, доцент,
доцент кафедри професійної та
авіаційної мовної підготовки,
Українська державна льотна
академія
вул. Степана Чобану, 1,
м. Кропивницький, 25005, Україна

Maryna LOMAKINA,
Candidate of Pedagogical Sciences,
Associate Professor,
Associate Professor at the
Department of Professional and
Aviation
Language Training,
Ukrainian State Flight Academy
1, Stepana Chobanu Str.,
Kropyvnytskyi, 25005, Ukraine

marylomakina@ukr.net
<https://orcid.org/0000-0001-5466-8354>

Марина ЛОМАКІНА,
кандидат педагогічних наук, доцент,
доцент кафедри професійної
та авіаційної мовної підготовки,
Українська державна
льотна академія
вул. Степана Чобану, 1,
м. Кропивницький, 25005, Україна

Nadiia MARTYENKO,

Candidate of Pedagogical Sciences,
Associate Professor,
Associate Professor at the
Department of Professional and
Aviation
Language Training,
Ukrainian State Flight Academy
1, Stepana Chobanu Str.,
Kropyvnytskyi, 25005, Ukraine

nadya.martynenko@ukr.net

<https://orcid.org/0000-0002-5695-4685>

Надія МАРТИНЕНКО

доктор філософії, доцент, доцент
кафедри професійної та
авіаційної мовної підготовки,
Українська державна льотна
академія
вул. Степана Чобану, 1,
м. Кропивницький, 25005, Україна

АНОТАЦІЯ

У статті розглядається проблема застосування когнітивно-комунікативного підходу у набутті лексичної іншомовної компетентності майбутніми авіаційними фахівцями у процесі навчання англійської мови професійного спрямування. Актуальність дослідження зумовлена необхідністю підготовки висококваліфікованих фахівців у сфері авіації, здатних ефективно володіти професійним іншомовним мовленням, де англомовна лексична компетентність майбутніх авіафахівців – одна із складових іншомовної мовленнєвої компетентності, яка має відповідати вимогам Міжнародної Організації Цивільної Авіації. Основною метою статті є теоретично дослідити когнітивно-комунікативний підхід, для визначення ролі якого в набутті лексичної іншомовної компетентності майбутніми авіафахівцями були розглянуті поняття: «когнітивно-комунікативний підхід» та «когнітивний стиль». Визначаючи переваги окресленого підходу ми дійшли висновку, що процес опанування мовою, збагачений даними когнітивної психології та когнітивного підходу, перетворює навчання англійської мови професійного спрямування в усвідомлений навчальний процес. У дослідженні акцентується увага на доцільності використання когнітивно-комунікативного підходу в організації активної мовленнєвої та когнітивної діяльності здобувачів у процесі вивчення іншомовної лексики, оскільки він забезпечує інтенсифікацію навчального процесу, що є важливим за умов скорочення аудиторних годин і збільшення обсягів самостійної роботи здобувачів вищої освіти Української державної льотної академії (м. Кропивницький), та передбачає вирішення практичних завдань, необхідних для майбутньої професійної діяльності. Завдання та методи нашого дослідження уможливили трактування поняття «англомовна лексична компетентність майбутніх авіафахівців», визначення трьох етапів навчання іншомовної лексики (семантизації та первинного закріплення лексики, формування навичок, удосконалення навичок) та виокремлення характеристик для критеріїв відбору вправ. Для досягнення цілей і реалізації завдань щодо оволодіння лексикою з урахуванням вимог когнітивно-комунікативного підходу перспективу подальших наукових досліджень ми вбачаємо у розробці вправ відповідно до трьох етапів навчання іншомовної лексики та вправ із застосуванням мнемотехніки, що будуть полегшувати майбутнім авіафахівцям запам'ятовування іншомовної фахової лексики.

Ключові слова: авіаційний фахівець, англійська мова професійного спрямування, лексична іншомовна компетентність, когнітивно-комунікативний підхід, когнітивні стратегії навчання.

Introduction. Nowadays the special scientists' attention when training a foreign language, and first of all, a language that serves the professional communication sphere, is paid to the cognitive-communicative approach to language training, which is aimed at fulfilling the main task of language education under modern conditions – the communicative competence formation of the language learner, and it fully corresponds to Common European Framework of Reference for Languages. However, as experience convinces, the proficiency level of future specialists in the language in general and the lexical material in particular does not always fully meet the requirements of training programs. The need to develop the general language, in particular the higher education applicants' lexical competence, determines the objective need to develop the latest methodical approaches that would contribute to the maximum actualization of the future aviation specialists' foreign language potential, which arouses a natural interest in the cognitive approach provisions in foreign languages training, in our case, English for Specific Purposes (ESP).

Analysis of recent sources and publications. The problem of applying a cognitive-communicative approach in the process of foreign language training is in the center of attention of both Ukrainian and foreign researchers. Domestic scientists focus on various aspects of this issue. Scientists H. Barabanova, S. Bondar, V. Borshchovetska, N. Hodovanets, M. Klymenko, V. Lehan, N. Marchenko, I. Myrkovich, O. Prokhorova, H. Pustovit, S. Romanchuk I. Vasylenko, O. Vovk, T. Zubenko, O. Zubrova, provide a consistent theoretical justification of the cognitive-communicative approach and carry out its practical implementation in training models of various speech types activity while training a foreign language. In particular, V. Borshchovetska [4], emphasizing the importance of using a cognitive approach, reveals the methodological principles of economics students' lexical competence formation. S. Romanchuk [7] defines the role of the cognitive-communicative approach for higher education applicants' foreign language training. O. Vovk [5] focuses on the future philologists' communicative-cognitive competence. D. Newby [10] describes the basics of engaging a cognitive-communicative approach to English language training practice. S. Bondar [3] explores the psychological features of reading a text in a foreign language by applicants with different cognitive styles. R. C. Anderson [9], R. Oxford [11] featured the psychological aspects of the cognitive-communicative approach in their works.

However, scientists do not consider the implementation of the cognitive-communicative approach principles using exercises on the formation of lexical competence of higher education applicants of aviation specialties.

The purpose of the study is to determine the role of the cognitive-communicative approach in the acquisition of the lexical foreign language competence by future aviation specialists. Within the framework of the study, the tasks were to determine the advantages of the approach, to give an interpretation of the English language lexical competence of future aviation specialists, to point out three stages of foreign language vocabulary training and to single out the characteristics for the exercise selection criteria.

Relevance. The use of the communicative approach in professional English training is characterized by growing attention to the applicant's personality. The process of language acquisition, enriched with data from cognitive psychology and the cognitive approach, turns training of ESP into a conscious training process in which the applicants' mental abilities must be involved at any stage of the work. The English language lexical competence of future aviation specialists is one of the foreign language speech competence components, so today it is expedient to use a cognitive-communicative approach to professional English training and, accordingly, the acquisition of foreign language lexical competence by future aviation specialists, because this approach ensures the training process intensification, which is important under the conditions of reducing classroom hours and increasing the volume of applicants' self-study work and involves solving practical tasks appropriate for future professional activity.

Research methods. In the process of scientific research, theoretical methods of methodical and psychological literature analysis, synthesis of theoretical provisions for the purpose of formulating fundamental concepts are involved; as well as empirical methods of the training process observation, comparative analysis, interpretation and generalization of the received information.

Results and Discussions. Today, the transformation of foreign language training methods takes place under the influence of research in the psychology and linguistics field, which led to the appearance of a cognitive-communicative approach in training. Cognitive strategies are increasingly being talked about among foreign language training strategies. Let's pay attention to the very term "cognitive-communicative approach", which combines two leading approaches with wide opportunities for language training. A communicative approach in foreign language training involves training during speech activity using modeling of real communication situations. And the cognitive approach basis is the activation of the higher education applicant's cognitive needs in the training process, taking into account his individual cognitive style and the choice of individual training strategies. Within the framework of the cognitive approach, the higher education applicant is considered an active and conscious participant in the training process, and not the object of the teacher's training activity, that is, the subject-subject relationship between the higher education applicant and the teacher is implemented, the higher education

applicant fully navigates the educational material volume and consciously chooses a training strategy. Currently, all syllabuses of disciplines, training and methodological materials must be presented in free access, which indicates subject-subject training. Scientists emphasize the important role of personality during the use of a cognitive approach at a foreign language lesson, motivating by the fact that "the basis of the cognition process and, accordingly, the basis of the communicative-cognitive approach is the personality activity" [9, p. 65], and the implementation of this method is possible only in the case when the higher education applicant is the center of the training process, who thinks and actively processes information.

As part of our research, it would be appropriate to consider the concepts: "cognitive style" and "cognitive-communicative approach". Researcher O. Vovk offers the following principles of a communicative-cognitive approach: 1) foreign language training in the process of cognitive-communicative activity; 2) speech stimulation and mental activity of cognition subjects; 3) creation of authentic conditions for their socialization; 4) consideration of individual cognitive styles and training strategies; 5) development and expansion of the knowledge space; 6) formation of a linguistic personality; 7) formation of a picture of the world; 8) multiple intelligence development; 9) contextuality of communicative and cognitive activity; 10) critical thinking development; 11) formation of the ability to conceptual structure information [5, p.164]. H. Pustovit offers five conceptual foundations that must be taken into account in the process of developing a cognitive-communicative method, namely: 1) integration of training material, which most adequately reflects the idea of forming the higher education applicant's holistic view about the environment; 2) the training material structuring should be carried out from the differentiation standpoint, which is the most promising in case of the higher education applicant' in-depth study of training material; 3) an interdisciplinary approach in the construction of the content of training and educational material, which makes it possible to combine primary subjects into a unified training system, thanks to which the gap between natural and humanitarian cycles of training subjects is overcome; 4) the educational process individualization; 5) the activity approach, the main goal of which is the scientific worldview formation, high spirituality and moral qualities of the individual, the professional orientation promotion and self-realization in a complex, multifaceted socio-cultural environment [8, p. 21-22].

In scientific research based on the application of a cognitive-communicative approach in training activities, researcher S. Romanchuk came to the conclusion that foreign language training using this approach corresponds to the basic principle of training interactivity, ensuring the organization of training and speech interaction of the higher education applicants as a sequence of interactive exercises in professionally significant contexts and situations. And

the teacher's task is to ensure the appropriate context presence in classes by constantly creating professional communication situations, to encourage the higher education applicants to actively participate in dialogues, to support initiative and to develop interactive training skills. [7]. Having analyzed approaches to the interpretation of the "cognitive style" concept, researcher S. Bondar concludes that when studying cognitive styles, not the meaningful characteristics of cognitive activity ("what" a person thinks) are primarily distinguished, but the methods of its organization ("how" a person thinks) and the individual-kind techniques of obtaining and processing information typical for each specific personality are revealed [3, p. 11].

R. Oxford distinguishes between three main training strategies, which she believes are the basis of a cognitive approach to language training: memory strategies, cognitive strategies, and compensation strategies. Memory strategies belonging to the first group are a combination of new language material with known material; use of new lexical units in speech; combining the sound of a lexical unit with its image; combining a word with an imaginary situation; using rhyme to remember new words; using all kinds of cards to remember new words. The second group consists of cognitive strategies related to how those who learn, receive, assimilate and use new information, namely: phonetic training of foreign language sounds; speaking or recording new language material and speech samples; use of familiar words in different contexts; production of foreign language speech, getting used to the role of foreigners; initiating or maintaining a conversation using a foreign language. Compensation strategies, the third training strategy, allow to compensate for gaps in language knowledge, they include: guessing the meanings of unfamiliar words; use of paralinguistic means of communication; reading without a dictionary, guessing the meaning of unknown words from the context; use of synonyms and antonyms of lexical units, synonymous grammatical constructions [11].

Under cognitive strategies V. Borshchovetska understands consideration process of multiple conscious repetition of lexical units and the use of mnemonic techniques of memorizing English professional vocabulary, taking into account typological vocabulary groups [4].

The communicative-cognitive approach involves solving practical tasks appropriate in professional activity, that is, those, that cover the future specialists' interests and needs and reflect the system of relations between communicators. From the standpoint of this approach, the foreign language professional vocabulary training should be carried out on the basis of active and purposeful involvement of cognitive strategies for processing, preserving and reproducing lexical information [2].

Therefore, nowadays, the communicative direction in foreign languages training is characterized by growing attention to the higher education applicants' personality. The process of mastering a foreign language, enriched with data

from cognitive psychology and a cognitive approach, turns foreign languages training into a conscious educational process in which the mental abilities of the higher education applicants must be involved at any stage of work [6, с. 223]. ESP training at Ukrainian State Flight Academy (USFA) takes place in a professional context (this most often requires a curriculum from the second year of study), where the higher education applicants with insufficient language training face both language problems and content problems. When training ESP, there are certain advantages compared to professionally oriented disciplines because the attention of applicants is more focused on language phenomena than on the content of the specialty, about which they do not yet have sufficient knowledge during the second year of study. Undoubtedly, in the case when the professional disciplines training coincides with ESP course, the situation is somehow simplified. Today it is appropriate to use a cognitive-communicative approach to teaching ESP and, accordingly, to acquire lexical foreign language competence by future aviation specialists, which is important under the conditions of reducing classroom hours and increasing the self-study work volume of the higher education applicants at USFA, and involves solving practical tasks appropriate in the future professional activity.

The English language lexical competence of future aviation specialists is one of the components of foreign language skills, which, in accordance with the requirements of the International Civil Aviation Organization (ICAO) and methodical research, includes: knowledge of aviation phraseology, which means standardized radiotelephony language mastery for conducting negotiations in typical situations; proficiency in general English, that is, being able to express yourself in emergency unpredictable situations in case when standard phrases are not enough; lexical stock covering the scope of words related to various aspects in aviation, for example, meteorology, navigation, medicine, etc.

Lexical competence is defined as the presence of a certain stock of lexical units within professional development, the ability to adequately use lexemes: pronounce and write correctly, properly organize grammatically, understand by ear and in the process of reading, operate with them in the communication acts at the good tempo and in various meanings in order to achieve the appropriate communicative and functional result [1, p. 121].

Taking as a basis the definition of the English language future economists' lexical competence [2] as a comprehensive characteristic of the future specialist's personality, we interpret the English language lexical competence of future aviation specialists as a competence that contains: 1) knowledge of commonly used and highly specialized (aviation) vocabulary; terminology, language clichés and functional grammatical constructions of ESP; abbreviations and acronyms; digital indicators transformed into verbal expressions (ICAO phraseology); socio-cultural norms of communication; 2) the skills and abilities of practical use of English language professional vocabulary in the conditions of situational, aca-

demic and professional foreign language activity; 3) the ability to understand, conscious reproduction and independent production of professionally oriented statements of aviation orientation using all the language means studied.

Cognitively oriented training involves working with lexical and grammatical material at a lesson of the discipline "English for Specific Purposes" taking into account the main methodological principles: communicative focus, the integrated mastery of all types of language skills, the leading role of exercises.

Following V. Borshchovetska [4], we distinguish three stages of foreign vocabulary training: the stage of semantization and primary vocabulary consolidation, the stage of skill formation and the skill improvement stage. Regarding the first stage, we note that the cognitive component requires expanding the introducing new material stage and dividing it into two interrelated sub-stages, namely: presentation of new language samples in context and conscious perception and interpretation of new samples by the higher education applicants. The stage of consolidation of lexical and, accordingly, grammatical samples should include exercises that should reproduce the professional communication conditions of future aviation specialists as much as possible and correspond to the cognitive-communicative paradigm of ESP training.

The criteria for the selection of exercises can be the characteristics proposed by D. Newby [10]: 1) a clear and realistic context (lexical and grammatical samples arise from a real communication situation and are studied in the context of the subject matter of situational, academic and professional communication envisaged by the program); 2) realistic use of language (grammar is communication, not mathematics); 3) personalization (the higher education applicants associate new lexical and grammatical units with their knowledge, ideas, experience); 4) the task is a means of achieving a defined communicative goal; 5) the task allows to practice integrated skills.

Conclusions. The conducted research confirmed the decisive role of the cognitive-communicative approach to teaching ESP and, accordingly, the acquisition of lexical foreign language competence by future aviation specialists, the use of which contributes to the knowledge growth of the higher education applicants, encourages them to search, select, understand and process information for further use in future professional activities. The methodical expediency of the outlined approach lies in the organization of active speech and the higher education applicants' cognitive activity in the process of the foreign language vocabulary training. In order to achieve the goals and implement the tasks of mastering vocabulary, taking into account the requirements of the cognitive-communicative approach, we see the prospect of further scientific research in the development of exercises in accordance with the three stages of foreign language vocabulary training and exercises with the use of mnemonics, which will make it easier for future aviation specialists to remember foreign language professional vocabulary.

Bibliography

1. Богуш А. М. Дошкільна лінгводидактика: теорія і практика. Запоріжжя : Провіта, 2000. 216 с.
2. Бондар С. В. Когнітивний підхід до формування англомовної лексичної компетентності студентів економічних спеціальностей. *Наука і освіта: наук.-практ. журнал*. 2014. № 10. С. 34–39. URL: <http://dspace.pdpu.edu.ua/bitstream/123456789/6705/1/Bodnar.pdf> (дата звернення: 19.02.2022)
3. Бондар С. Психологічні особливості читання тексту іноземною мовою студентами з різним когнітивним стилем : автореф. дис. ... канд. психол. наук: 19.00.07. Київ, 2003. 25 с. URL: <https://enpuirb.udu.edu.ua/server/api/core/bitstreams/b43dcfd5-d7ff-490c-a190-44817e018fe3/content> (дата звернення: 21.02.2026)
4. Борщовецька В. Д. Когнітивний аспект навчання іноземної економічної лексики. *Теоретичні питання освіти та виховання* : зб. наук. пр. Київ : Вид. центр КНЛУ, 2000. Вип. 9. С. 11–13
5. Вовк О. І. Комунікативно-когнітивна компетентність майбутніх філологів: нова парадигма сучасної освіти : монографія. Черкаси : Видавець Чабаненко Ю. А., 2013. 500 с.
6. Клименко М. В. Когнітивно-комунікативний підхід до навчання спілкування англійською мовою. *Англійська мова та література*. 2017. № 7–8. С. 63.
7. Романчук С. Роль когнітивно-комунікативного підходу у вивченні іноземних мов студентами. *International Science Journal of Education and Linguistics*. 2023. Vol. 2, No. 6. P. 34–47. DOI: 10.46299/j.isjel.20230206.05 (дата звернення: 21.02.2026).
8. Пустовіт Г. П. Концептуальні засади модернізації змісту сучасної позашкільної освіти і виховання учнів. *Рідна школа*. 2010. № 10. С. 21–22.
9. Anderson R. C. Readings in the psychology of cognition. University of Michigan, 2006. 690 p. (Original work published 1965).
10. Newby D. The role of theory in pedagogical grammar: A Cognitive and Communicative approach. *Eurasian Journal of Applied Linguistics*. 2015. Vol. 1, No. 2. P. 13–34. DOI: 10.32601/ejal.460614 (дата звернення: 18.02.2026).
11. Oxford R. Language Learning Strategies: What Every Teacher Should Know. Boston : Heinle & Heinle, 1990. 342 p. URL: <https://pdfcoffee.com/qdownload/r-l-oxford-language-learning-strategies-what-every-teacher-should-know-pdf-free.html> (дата звернення: 20.02.2026).

References

1. Bohush, A. M. (2000). *Doshkilna lnhvodydaktyka: teoriia i praktyka* [Preschool linguodidactics: theory and practice]. Prosvita.
2. Bondar, S. V. (2014). Kohnytnyvi pidkhdid do formuvannia anhliiskoi leksychnoi kompetentnosti studentiv ekonomichnykh spetsialnostej [Cognitive approach to the formation of English lexical competence of students of economic specialties]. *Nauka i osvita*, (10), 34–39. Retrieved from: <http://dspace.pdpu.edu.ua/bitstream/123456789/6705/1/Bodnar.pdf> [in Ukrainian].
3. Bondar, S. (2003). Psykholohichni osoblyvosti chytannia tekstu inozemnoiu movoiu studentamy z riznym kohnytnym stylem [Psychological features of reading the text by foreign language students with different cognitive styles]: *Extended abstract of candidate's thesis*. Kyiv Retrieved from: <https://enpuirb.udu.edu.ua/server/api/core/bitstreams/b43dcfd5-d7ff-490c-a190-44817e018fe3/content> [in Ukrainian].
4. Borshovetska, V. D. (2000). Kohnytnyvi aspekt navchannia inshomovnoi ekonomichnoi leksyky [Cognitive aspect of teaching foreign language economic vocabulary]. *Teoretychni pytannia osvity ta vykhovannia*, (9), 11–13. [in Ukrainian].
5. Vovk, O. I. (2013). Komunikatyvno-kohnytna kompetentnist maibutnix filolohiv: nova paradyhma suchasnoi osvity [Communicative-cognitive competence of future philologists: a new paradigm of modern education]. Vydavets Chabanenko Yu.A. [in Ukrainian].

6 Klymenko, M. V. (2017). Kohnityvno-komunikatyvnyi pidkhid do navchannia spilkuvannia anhliiskoiu movoiu [Cognitive-communicative approach to teaching English communication]. *Anhiiska mova ta literatura*, (7–8), 63. [in Ukrainian].

7 Romanchuk, S. (2023). Rol komunikatyvno-kohnityvnoho pidkhodu u vyvchenni inozemnykh mov studentamy [The role of cognitive-communicative approach in foreign language learning by students]. *International Science Journal of Education and Linguistics*, 2 (6), 34–47. Retrieved from: <https://doi.org/10.46299/j.isjel.20230206.05> [in Ukrainian].

8 Pustovit, H. P. (2010). Kontseptualni zasady modernizatsii zmistu suchasnoi pozashkilnoi osvity i vykhovannia uchniv [Conceptual principles of modernization of the content of modern extracurricular education and upbringing of students]. *Ridna mova*, (10), 21–22. [in Ukrainian].

9 Anderson, R. C. (2006). *Readings in the psychology of cognition*. University of Michigan. (Original work published 1965). [in English].

10 Newby, D. (2015). The role of theory in pedagogical grammar: A Cognitive and Communicative approach. *Eurasian Journal of Applied Linguistics*, 1(2), 13–34. Retrieved from: <https://doi.org/10.32601/ejal.460614> [in English].

11 Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle. Retrieved from: <https://pdfcoffee.com/qdownload/r-l-oxford-language-learning-strategies-what-every-teacher-should-know-pdf-free.html> [in English].

ABSTRACT

The article considers the problem of applying a cognitive-communicative approach in the acquisition of lexical foreign language competence by future aviation specialists in the process of foreign language training. The relevance of the study is conditioned by necessity to prepare highly qualified specialists in the sphere of aviation, capable of effectively mastering English for Specific Purposes, where the English lexical competence of future aviation specialists is one of the components of foreign language competence, which must meet the requirements of the International Civil Aviation Organization. The main purpose of the article is to theoretically investigate the cognitive-communicative approach. To determine its role in the acquisition of lexical foreign language competence by future aviation specialists, the concepts of “cognitive-communicative approach” and “cognitive style” have been considered in the study. Determining the advantages of the outlined approach, we have come to the conclusion that the process of language acquisition, enriched with data from cognitive psychology and the cognitive approach, transforms professional English language training into a conscious learning process. The study focuses on the feasibility of using a cognitive-communicative approach in organizing active speech and cognitive activity of applicants in the process of studying foreign language vocabulary, since it provides intensification of the educational process, which is important under the conditions of reducing classroom hours and increasing the self-study work volume of the higher education applicants at Ukrainian State Flight Academy (Kropyvnytskyi), and involves solving practical tasks appropriate in the future professional activity. The objectives and methods of our study made it possible to interpret the concept of “the English language lexical competence of future aviation specialists”, to distinguish three stages of training foreign language vocabulary (semantization and primary vocabulary consolidation, formation of skills, improvement of skills) and to identify characteristics for the selection criteria for exercises. To achieve the goals and implement the tasks of vocabulary mastery taking into account the requirements of the cognitive-communicative approach, we see the prospect of further scientific research in the development of exercises

in accordance with the three stages of foreign language vocabulary training and exercises using mnemonics that will make it easier for future aviation specialists to memorize foreign language professional vocabulary.

Key words: *aviation specialist, English for Specific Purposes, lexical foreign language competence, cognitive-communicative approach, cognitive learning strategies.*



Дата першого надходження статті до видання: 25.02.2026

Дата прийняття статті до друку після рецензування: 25.03.2026

Дата публікації (оприлюднення) статті: 22.05.2026