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**Engineering competency and Aviation industry expectation**

Looking to the future, aviation stakeholders are confronted with a pressing human resources challenge: how to ensure there is a strong supply of a strong supply of skilled, competent, personnel to meet the demands of the global air transportation system of the future.

Thus, it is equally important to provide a proper training that engages as well as instructs in order to stimulate the minds and retain the attention of the students who will become contributing members of the next generation of aviation professionals. This can be accomplished by increasing awareness in the next generation training graduate of the types of aviation jobs available to them, as well as by better informing potential employers of the available talent pool.

Professional competence has always been the ultimate goal of engineering curricula. These are indications that industry requires a more adequate preparation of graduates for the job tasks of real-world engineering. Conversely, “much of the energy in teaching and learning in universities is still focused on developing the observable skills and knowledge dimension”, rather than the less easily observable attributes required by industry. This disconnectedness shows that the concept of outcomes-based education in today’s application to engineering education has not been able to fully prepare students for the changing demands of professional practice and also that broader aspects of competence have not found their way into the wider practice of education.

Accordingly, companies tend to focus on the person variables when recruiting graduate engineers. This method of behavior-based competency assessment with a predominant focus on the parts of the “competency iceberg below the water line” differs significantly from assessment methods employed in education. At university, students generally experience a range of traditional academic aptitude tests, such as exams, which focus on knowledge and skills. Radcliffe identifies this “Graduate Attribute Paradox” as the reason why the attempt of “developing graduates with those attributes stated by industry may not result in the type of engineer that industry requires”.

Industry expects graduates to have the skills and knowledge specified in the learning outcomes. Accordingly, teaching at universities largely focuses on developing skills and knowledge in students. Even the broader social dimensions of the Graduate Attributes are traditionally approached through course content or even isolated in one particular course. This focus on the domain of knowledge and skills does not take into account the competency dimension of traits, motives and self-concept. However, this dimension of the personality is seen as crucial in current competency research. Competence is conceptualized as an iceberg where the skill and knowledge domain form the tip, visible above the waterline, and traits, self-conception and motives make up the base of human competence. More specifically, this means that these person variables were identified as far more reliable predictors of long-term job performance.