

Selection and Training of Flight Instructors

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Annotation: This article discusses the features of improving the skills of selection and training of flight instructors, as well as the features of preparing future pilot-engineers for the profession of a pilot, shortcomings and ways to overcome them in practical flights.

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The selection of instructor personnel occupies an important place in the organization of methodological work. In order to successfully train pilot cadets, it is necessary to have a vocation for instructor work. The instructor must be politically developed and prepared to train and educate a Soviet pilot - a patriot of his Motherland, capable of completing any task.

The second condition for an instructor is excellent piloting technique.

An instructor who can fly exemplarily usually has the ability for very subtle sensations and very precise actions. It is these qualities that he needs, especially when he flies the aircraft together with a cadet, in order to timely feel the mistake and provide assistance to the cadet accurately and at the right time. The same qualities are needed to be able to determine what is missing in the actions of a cadet when he independently controls the aircraft.

The third condition in the selection of instructors is the ability to analyze. In the process of flying with a cadet, the instructor must constantly answer the question: "Why?" Why did the cadet do this and not otherwise? Why does he have an error? Why doesn't he follow instructions? Answers to these questions must follow immediately, and there are extremely many questions, and only individual, especially difficult ones can be postponed until post-flight analysis.

The instructor must have the ability for psychological analysis. Without this, he will not be able to identify the individual qualities and characteristics of the cadets.

The fourth, no less important, condition is the culture of speech. When learning to fly, a clear and correct expression of thoughts and accuracy of formulations play an exceptional role. The slightest misunderstanding by a cadet of an instructor can lead to grave consequences. In the air, the instructor often uses an intercom; if he does not know how to speak concisely and clearly, he will have to refuse to communicate with the cadet in flight, or he will interfere with the cadet with his verbosity. However, the conditions listed above do not exhaust the entire scope of requirements for an instructor. The instructor must have sufficient theoretical training: to know the basics of aerodynamics, air navigation, operation of the materiel. The instructor must be a good athlete to show the cadets an example of physical conditioning. An instructor, of course, cannot but be a social activist, an organizer.

In the presence of the above personal qualities, the instructor, before proceeding with the training of cadets, must receive the appropriate methodological training, i.e. acquire knowledge of teaching methods.

The minimum methodological training of the instructor is to study the Training Course and improve personal piloting techniques.

Studying the Course of training of cadets is obligatory for the instructor. Before starting to teach cadets, the instructor must have a clear idea of the entire process of the upcoming training from beginning to end: when and what element of flight he will teach the cadet, when, in what sequence and under what conditions he will instill in them the necessary new skills and what ground exercises should precede the development of these skills in flight.

Instructors improve their personal piloting technique under the control of the flight commander. Such improvement has the main goal of developing uniformity in the performance of flight elements by all

instructors and each instructor individually, no matter how many times they have to repeat this flight element.

In addition, instructors must have an excellent knowledge of the course standards for each element of the flight. The commander who prepares instructors for training cadets must check the knowledge of flight techniques by instructors not only by oral answers, but sometimes also require written answers.

The latter is useful in cases where the instructor overestimates his knowledge. This will be revealed in a written response, and the commander will always be able to eliminate the shortcomings in a timely manner.

Flight-methodical practice instructors pass when performing special methodical flights with the flight commander, who flies in the role of a cadet, and the instructor - in his role. These flights give a very big effect.

A higher level of methodological training of instructors is training of flight instructors. Gatherings are held according to specially developed programs aimed at preparing instructors for the upcoming training of cadets according to established programs, taking into account the time, means and conditions available to the educational organization) for the collection.

And, finally, the highest form of training for instructors will be a special school or retraining courses. The curriculum of the school or course should include theoretical and practical training.

From theoretical disciplines, students study the basics of pedagogy and psychology, aerodynamics (in relation to flight technology), flight training methods and flight training courses. Practical training is carried out along the line of further improvement of piloting technique and flight-methodical skills.

When teaching the methodology of flight training, the main attention should be directed to the development and development of the correct approach for teaching instructors to Ecadets, to strive to develop their independent methodological thinking, warning them against the use of ready-made recipes.

Of great importance for the methodological training of instructors is the generalization and dissemination of methodological experience.

In the work of almost every instructor there is enough material that can be the subject of generalization and dissemination. Collecting and processing materials of methodological experience can be done in different ways. The best way to do this is by organizing and studying the training documentation.

First of all, you need to use the following documents: a cadet's flight diary, a cadet's workbook, protocols of methodological meetings. In addition, special reports, reports of instructors on the progress of cadets, or just notes in a wall newspaper can be used to disseminate methodological experience.

The subject of statistical processing can be teaching methods used by instructors, analysis of the activity and behavior of a cadet, analysis of aircraft operation, and various interdependence of these issues among themselves.

The subject of a special study should be the mistakes of cadets and methods for their elimination. One of the forms of this work may be the maintenance of a special detachment journal, in which the instructor writes down the most interesting mistakes of the cadets, and the methods by which these mistakes were eliminated.

Cases where errors were not corrected and the cadet was expelled must be recorded in the journal, giving detailed comments on them. A big topic for research and at the same time rationalization work is the development of issues of ground training and the design of ground simulators.

Finally, the piloting technique itself is subject to research. Even about such a seemingly thoroughly researched element of the flight as landing, one cannot say that everything has been done. Instructors should, as a matter of self-reflection, continue to study the pilot's bodily activity during the landing.

In the system of methodical work with instructors, methodical meetings or councils play an important role, at which the methods of flight training, programs and organizational issues, as well as the individual progress of cadets are discussed. In all matters, the teaching methodology is central. Program and organizational issues can be discussed at higher methodological meetings, issues of individual performance at lower ones, in particular, at link meetings.

Link methodological meetings are best held once every one to two weeks. Each instructor should report to the meeting on the progress of their cadets, dwelling in detail on noticeable positive changes and on cases of lagging behind. The instructor reports briefly about cadets whose progress has not changed over the past week, noting only the general assessment of progress.

As for cases of noticeable success, the instructor reports this in detail, indicating exactly what caused the success, and in cases of lagging behind, he reports in detail the nature of the lagging behind, the situation and the alleged reasons for the lagging behind. The conclusions on the reports are given by the flight commander. Link methodological meetings with the specified content and form of work are a very flexible tool that combines the exchange of experience with summing up the results of progress and the results of methodological activities.

In the system of educational and methodical work, the central place "belongs to the flight commander. Compared to an instructor, a flight commander has more experience both in piloting technique and especially in teaching methods.

Methodological guidance in the training of cadets is the main and main function of the flight commander; for this work, at one time, the institute of flight commanders was created, at that time they were also called senior instructors. as pilot training. The main task of the flight commander is to ensure the high quality of pilot training in the shortest possible time and at the lowest cost. At every stage of training and every hour during the day, his work is clearly defined by this task.

During the training of the instructor staff for classes with cadets, the flight commander himself acts as an instructor. He should polish the piloting technique of each instructor and instill in him the ability and skills to teach cadets on the ground and in the air, or check the instructor in this regard if the latter already has sufficient training experience.

In the field of piloting technique, the flight commander works out a high level of technique from the instructor, achieving classy piloting and stable uniformity in the performance of each element of the flight. The instructor must be able to repeat the flight any number of times in exactly the same way without the slightest change, regardless of the situation and flight conditions (weather, etc.).

After the control and verification flights, the flight commander proceeds to methodical flights with instructors, in which he acts as a cadet, and the instructor - in his role. In these flights, the instructor must show how he will practically train cadets, i.e. apply the knowledge that was presented to him according to the teaching methodology. In a methodical flight, the flight commander must imitate the flight of a cadet to the smallest detail. This task alone shows how experienced the flight commander must be.

During the ground training of young instructors, the flight commander practically shows how to perform with the cadets those ground exercises that are completed according to the program. Here the flight commander acts as an instructor. Before the start of flight exercises according to the program, the flight commander faces a big task - to fly around all the aircraft of his flight and ensure that their adjustment is the same and ensures ease and convenience of control.

In addition to adjusting the aircraft in flight, all instruments must be verified, and the instruments of the cadet and instructor cockpits must give the same readings. When organizing out-of-flight training of cadets, the flight commander is responsible for linking the theory of aviation with the flight technique. In those flight training organizations where the course of aviation theory is taught by special teachers, the flight commander is obliged to attend classes in the classroom as an assistant and supplement the instructor's explanations on issues related to flight practice. Where there are no special teachers in aviation theory, the flight commander personally conducts this course.

In ground training sessions before training flights, the flight commander organizes all the work on the red line. He oversees the preparation of training aids: start miniatures, aircraft silhouettes, models, etc., and then, moving from group to group, he oversees the progress of the classes, assisting the instructor in cases where he notices insufficient effectiveness of the classes.

During the period of working out the export program, when the instructor is constantly in the air, and the cadets, except for the flying one, are at the start, the role of the flight commander becomes especially responsible.

At the start, before training flights, the flight commander must check several cadets daily to see how they are ready to fly with an instructor.

The cadet must before the flight:

a) recall the content of the flight exercise and the technique for performing the flight elements included in the task;

- b) review in your workbook the results of previous flights, the instructions of the instructor and think them over again;
- c) assess the weather situation;
- d) evaluate the direction of the launch - its compliance with the direction of the wind;
- e) prepare uniforms and equipment.

The significance of these actions is very important, and poor preparation for any of them can negate the productivity of the flight.

At the end of the flight, the cadet must write down the instructions of the instructor in his workbook. Those questions that cannot be postponed until the group analysis, or those that the instructor did not note, but which are of interest to the cadet, the latter must report to the flight commander, and the command flight - to sort them out. For post-flight analysis of certain issues of work with cadets, the flight commander must plan at least one third of his time. The flight commander must make control flights with the cadets. As already mentioned, this control can be twofold: in the order of test exercises, the control and methodological Flight Commander not only finds out the correctness of training methods, but also helps the instructor correct shortcomings in the training methodology.

When the cadets begin to fly independently, the flight commander is responsible for preparing them for flights. Having received a flight assignment from the instructor, the cadet must come to the flight commander and report on the task received, and the flight commander, by means of control questions, ascertains that the cadet is prepared for this flight and allows the flight or dismisses him.

Throughout the training, the flight commander conducts link methodological meetings, at which instructors report on the progress of cadets' training. The daily methodical work of the flight commander is planned as follows.

The flight commander makes the first flight with one of the instructors to test his piloting technique, mainly those elements that the instructor will teach cadets in the near future. This work should be well planned, as it often happens that the flight commander does not have time to check all instructors during instructor flights and uses training flights for this.

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