

### **Model of forming professional and communicative competence of future translators in the aviation industry**

**Abstract.** The article substantiates the expediency of developing a structural and functional model of forming professional and communicative competence of future philologists in the process of studying at a higher education institution. The structural and functional model of forming professional and communicative competence of future translators in the aviation industry is developed and analyzed. This model constitutes the content concept of the education of specialists of a definite specialty.

The content analysis of the discipline "Foreign Language (for professional orientation)" suggests that as a result of its study the student should know: the basic terminology on the specialty and general technical disciplines according to the curriculum; main grammatical and lexical peculiarities of the translation of technical literature in the specialty; basic rules for working with scientific and technical literature, including aviation literature; basic rules for writing scientific articles and compiling and conducting presentations on a specialty. At the same time, he must understand oral monolog and dialog speech; be able to speak on issues related to a specialty, to participate in a conversation-discussion; to transmit in oral and written forms the information obtained in reading both in the native and foreign languages; write scientific articles and prepare presentations for a specialty. Therefore, in the process of professional training of future translators in the aviation industry specialists, units of exercises and tasks developed on the basis of integration of engineering and linguistic knowledge, aimed at forming terminological competences and ability to engage in professional interaction in a foreign language are used.

The constructed model for the formation of professional and communicative competence takes into account the main tendencies regarding the training of modern translators forming their professional and communicative competence. As an entire system, the model has an appropriate structure, the components of which are interconnected. Having this fact in mind, it should be noted that this system consists of separate systems of the lower order. In the structure of the proposed model, the author distinguishes the following blocks: objective, methodological, content and procedural, evaluative and productive.

Representing a system, the model has an appropriate structure, the components of which are interconnected, while this system consists of subsystems of the lower level. We distinguish the following blocks in the structure of the proposed model: target, methodological, content-and-procedural, evaluative-and-productive. The developed model takes into account the main tendencies of training modern competent translators and is aimed at forming their professional and communicative competence [1].

The target block contains purpose and tasks of forming the professional and communicative competence of translators of the aviation industry. The purpose is to ensure the results-oriented formation of a professional and communicative competence

of translators of the aviation industry.

The following tasks are defined: the systematic development of a student as a philologist, translator, specialist in the industry-specific translation; pedagogical leadership of the process of formation of the professional and communicative competence of the translator of the aviation industry; ensuring the successful comprehensive development of the student as a person, a modern qualified translation specialist with a willingness to work in the field of extreme activity. The purposes and tasks of this developed model are the subject to social demand: training a qualified translator on the basis of international standards so as to form professional and communicative competence for the future activities in the aviation industry.

Methodological block contains methodological approaches and principles. In our research we will adhere to the following definition of “methodological approach”: outgoing, key pedagogical positions (theories, concepts, hypotheses) that have a general scientific content. The competence-based, communicative, professionally oriented and receptive approaches are topical for the formation of the professional and communicative competence of the translator in the aviation industry. Competence-based approach is used in close conjunction with communicative and professionally oriented approaches, since its purpose was to form a professional communicative competence being an integrative resource that is realized by a secondary person under the conditions of effective intercultural interaction which takes into account national values and norms for the solution of professional tasks by combining the substantive content of profession and foreign language skills [2].

The importance of using the communicative approach is explained by the necessity of forming the structure of the professional and communicative competence of a future translator of intercultural and interpersonal competences. The structure of intercultural competence includes, as defined by us, country studies, linguistic studies and sociolinguistic competence of the culture of the country whose language is being studied. Linguistic competence requires the future translator to form a comprehensive system of knowledge of the culture of the country, the language of which is studied and knowledge of the structure of the language, its system, features, similarities and differences compared to the mother tongue. By sociolinguistic competence we mean the ability of a specialist to organize his linguistic behavior in accordance with the situation of communication, taking into account the communicative purpose, intentions, social statuses of the communicants, their roles in accordance with the specific national-cultural environment. The main features of the formed intercultural competence are knowledge of social, socio-cultural rules of language use; awareness of norms and attitudes of a specific culture of the country whose language is used for translation; realization of communicative intention, implementation of linguistic action and obtaining result in the form of reaction of the interlocutor; awareness of the social roles of the interlocutors in the context of their cultural-linguistic interaction [3].

The combination of competence and communicative approaches was also manifested in the process of forming the interpersonal competence of a translator. Thus, we have proposed our own idea as for the model of forming the professional and communicative competence of the future translator in the aviation industry. Its effectiveness depends on the comprehensiveness of understanding its constituents, the consistent fulfillment of tasks for the purpose and social demand.

**Conclusion.** Based on the above-stated results, we offered our vision of the model of forming professional and communicative competence of future translators in the aviation industry. Its effectiveness depends on the comprehensiveness of understanding its components, the consistent fulfillment of the tasks for the implementation of purposes and the social demand for a modern translator for carrying out activities in the civil aviation industry.

### References

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