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**FACILITATION OF PROFESSIONAL KNOWLEDGE SYNERGY  
AND FOREIGN LANGUAGE THESAURUS SINGULARITY AT  
UNIVERSITY**

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**Abstract**

This paper reports on the results of the investigation on creation of the most favourable conditions for acquiring the foreign language professional thesaurus of technical university students. This problem is still actual because many first year students have insufficient foreign language proficiency and motivation to the subject of foreign languages. Our research has revealed that humanistic paradigm is relevant on the basis of facilitation, since the traditional teaching system turned out to be insufficiently effective. Facilitation is directly related to motivation and needs of students, and rely on synergy of professional knowledge and singularity of a foreign language professional thesaurus. Facilitation can be viewed as a modern humanistic paradigm, where subject-object relations are replaced by subject-subject, which implies freedom and creativity for both students and teachers. The most important structural components in the formation of the foreign language professional proficiency of students are: motivational and value, professional and cognitive, behavioural and activity components. We applied the problem-solving and information- communicative approach, in which the “I”-concept becomes a system-forming and regulating factor for professional growth and creative activity based on professional information from authentic sources that can be the basis for compiling professional foreign language thesaurus considered to be a factor of motivation and value orientation in the profession and can be implemented in the method of projects.

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*Keywords:* Facilitation, synergism, singularity, thesaurus, humanistic paradigm



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## 1. Introduction

Our research has revealed what conditions may be the most effective for the forming of the foreign language professional thesaurus of a technical university student. We have come to the conclusion that humanistic paradigm is relevant on the basis of facilitation, and can be applied to make the traditional training system more effective. Many researchers, think, that individual approach to a learner is being lost in the process of traditional system of teaching a foreign language that results in reducing the quality of training future specialists, graduates of a technical university (Maslova & Kuklina, 2020). As we consider facilitation is directly related to motivation and needs of students, and rely on synergy of professional knowledge and singularity of a foreign language professional thesaurus. By the singularity of the professional thesaurus, we mean the professional aero-space specific vocabulary, compiled by MAI students and borrowed from authentic professional literature, while preparing reports for scientific conferences and participation in joint foreign-Russian projects on the production site.

This concept can be considered as a modern humanistic paradigm, where subject-object relations are replaced by subject-subject, which implies freedom and creativity for both students and teachers. It is important to take into account the professional interests of students and to apply a wide range of authentic materials and the ability to organize training based on the method of projects, which contributes to the formation of a certain behaviour of future professionals (airline personnel or the work of astronauts on board an orbital station), the skills of managing the behaviour of subordinates and their own, mastering psychological culture of organizational behaviour. In the implementation of such projects, the student becomes an active participant, and the teacher should be the "facilitator".

Baker Will writes that his complex understandings of culture and language through ELF can be incorporated into pedagogic practice along with the associated conceptions of communicative and intercultural communicative competence. English as a lingua franca (ELF) research highlights the complexity and fluidity of culture in intercultural communication through English. ELF users draw on, construct, and move between global, national, and local orientations towards the teaching of culture in language teaching (Baker, 2015).

The most important structural components in the formation of the foreign language professional thesaurus technical university of students are: motivational and value, professional and cognitive and behavioural and activity components. The "I"-concept becomes a system-forming and regulating factor for professional growth and creative activity based on facilitation of synergy of professional knowledge and singularity of a foreign language thesaurus. Many scientists think, that terminology, often in a foreign language, is an object that draws attention and interest of everyone, especially, of the people who are in training (Nowakowski & Bernard, 2019; Quer et al., 2020; Tareva & Tarev, 2020). Professional information from authentic sources can be considered to be a factor of motivation and value orientation in the professional-cognitive component to the process of learning and mastering a foreign language in the model of the system of forming a foreign language professional communicative vocabulary of an aviation specialist.

Facilitation can be viewed as a modern humanistic paradigm that embodies a set of theoretical and methodological premises that can be used as a model in the modern pedagogical practice of universities in

teaching foreign languages. The main difference is that subject-object relations are replaced by subject-subject (Markova, 1978). We consider that facilitation, as the embodiment of the humanistic paradigm (Baker, 2015) presupposes the freedom and creativity of both students and teachers, as well as the individual's right to his own educational path, that is, the priority of personality development over learning (Zorbas, 2017). With the transition to an information society, education will increasingly become self-education. The work of Iskandarova presents a problem-solving-information and communicative approach as well as presenting an approach to the development of tasks aimed at shaping the students' creativity during collaborative problem solving, answer the challenges of facilitation aimed at the synergy of professional knowledge and singularity of a foreign language thesaurus individually borrowed by students' vocabulary in the process of studying foreign language. These approaches can become the basis for the formation of foreign language professional communicative competence of students, which can be extrapolated to the educational process of any technical university (Iskandarova, 1998).

## 2. Problem Statement

Nevertheless, practice shows that the academic environment of universities is still not ready to accept the idea of the need to create conditions for the implementation of facilitation. This problem is still relevant today (See Table 1).

**Table 1.** Comparative characteristics of humanistic paradigm or facilitation and traditional or formal paradigm in the formation of foreign language professional communicative competence of the student of MAI

	Comparative characteristics of educational paradigms	
	Traditional or formal teacher oriented paradigm	Humanistic paradigm or facilitation student-oriented
Goal orientation	Formation of a personality with predetermined properties The purpose of the training: the formation of knowledge, abilities, skills	Development of a student's personality as a subject of education with an active research, professional position and corporate culture of the industry. The purpose of the training: facilitation, contributing to the formation of a foreign language professional thesaurus of technical university students.
The role of the student	The student is the object of the learning process	The student is the subject of the learning process, designing his professional thesaurus.
Pedagogical interaction	The teacher's orientation to the transfer of information, work without feedback. Monologue, transfer of knowledge, abilities, skills. The teacher's orientation to the average student	The teacher's orientation to the student's individual research experience of compiling his professional thesaurus, stimulating feedback. Improving online learning and digital technologies, cooperative methods, creative activities of students.
Axiological basis	The priority of the study of grammar and vocabulary not related to the profession. The needs of society and production are not taken into account	Focusing on facilitation of synergy of professional knowledge and singularity of a foreign language thesaurus in the process of teaching foreign languages through the method of projects at MAI
The role of the teacher	Assessment actions are assigned to the teacher-source and the controller of knowledge	The predominance of self-esteem and assessment from the group. Teacher-facilitator, consultant, assistant, organizer.
Evaluation of results	Evaluation by the teacher of the levels of training	The teacher's assessment of the foreign language professional communicative competence of students, taking into account the level of their self-esteem and professionally significant motives.

It is obvious that facilitation of teaching foreign languages at a university is very actual, since the traditional system of teaching foreign languages has turned out to be insufficiently effective.

### **3. Research Questions**

Therefore, the study could raise a few research questions:

- What pedagogical conditions have revealed domestic and foreign studies?
- What learning philosophy should the student's role be based on according to many psychologists and educators?
- What active and interactive forms of conducting classes does facilitation include in teaching foreign languages?
- Why do many studies attach great importance to pedagogy in organizing the study of foreign languages?

### **4. Purpose of the Study**

The purpose of this research is to investigate what pedagogical conditions will contribute to the development of motivation for learning and clear out the roll of thesaurus in training aero-space students.

### **5. Research Methods**

The course of the foreign languages at a technical university is designed to acquire a foreign language professional competence of students to meet the challenges of science, industry and business. As a methodological basis we rely on a problem-information and communicative approach to training. We also applied such theoretical methods as authentic professional literature study, theoretical overview of domestic and foreign investigations on facilitation, connected with motivation and directly related to the needs of students for acquiring the foreign language professional thesaurus, general scientific (generalization) as well as empirical (practice) methods. The research material is based on singularity of thesaurus (vocabulary and glossary compiled by students) and consists in selecting special professional words from authentic literature and written works (applications, resumes, CVs, covering letters, business and social letters, conference reports).

As foreign and domestic studies have revealed, facilitation is directly related to motivation and needs of students (Iskandarova, 1998, 2015; Kral, 1994). The data of modern pedagogical science show that when teaching foreign languages, it is necessary to create such pedagogical conditions that will contribute to the development of motivation for learning. The organization of learning based on facilitation is associated with an increase in the cognitive activity of students, with the provision of greater freedom and responsibility, with an emphasis on internal and voluntarily controlled factors of learning success, personal causality in activities, with a general humanization of interpersonal communication in the university increases the motivation of learning and forms a foreign language professional communicative competence (Iskandarova, 2017). That is why many studies attach great importance to pedagogy in organizing the study of foreign languages, while earlier they recognized only the knowledge of linguistics.

Foreign scientists note that now the importance of pedagogy is recognized even more than psychology and sociology. “Today the focus is shifting from the teacher to the student” (Kral, 1994). Thus, it is important to take into account the professional interests of students and apply a wide range of materials, methods, teaching aids in their work, which is invariably associated with high qualifications in pedagogy. Researchers focus on the status of the student and the teacher. The student’s responsibility for learning outcomes is increasing. Now the student is not just a passive receiver, he must actively participate in the learning process, and the teacher must be a "facilitator". Many psychologists and educators believe that the student’s role should be based on an active learning philosophy. The teacher-facilitator motivates the student to working in a group. By receiving information from students in each of these three areas and using knowledge of psychology, linguistics and sociology in analyzing this information, the teacher turns to the knowledge of pedagogy to apply this information in practice. Firstly, it is advisable for the teacher to select the most suitable material that corresponds to the linguistic level of the student knowledge, professional interests and cognitive level. Secondly, the teacher needs to choose an approach to the presentation of the material in accordance with the style of cognitive activity of students. Third, as Krashen writes, “he must create an atmosphere facilitating to learning, since learning can take place in an open, welcoming atmosphere when the student feels comfortable and motivated to learn”. The need to ensure compliance with the requirements of the Common European Framework of Reference for Languages as well as the competence levels outlined by the international certification exams determine the relevance of introducing the technology of criteria-based assessment of student learning in the educational process. An effective assessment technology is based on objective psychological and pedagogical regularities of the formation of key competencies, and its methods and subject forms depend on the subjects of educational activity (Martynova et al., 2020).

The use of facilitation of synergy of professional knowledge and singularity of a foreign language thesaurus in the process of teaching foreign languages at a technical university. Researchers define thesaurus as a vocabulary of “a controlled indexing language, structured formally so that a priori relationship between concepts is clear. It qualifies the thesaurus as any dictionary that explicitly captures the semantic relations between its units. Researcher considers that one way to study and streamline terminology is to compile terminological dictionaries, whose principles of building are developed in terminography. The works of many scientists are dedicated to the problems of descriptive terminology and the compilation of linguistic dictionaries (Tarasenko et al., 2020).

We suppose that the problem of creating conditions for foreign communicative competence formation in a technical university shows that facilitation in teaching foreign languages includes the wide use in the educational process of active and interactive forms of conducting classes (computer simulations, business and role-playing games, analysis of specific situations, psychological and other trainings) in combination with extracurricular on-line work in order to form and develop professional student’s skills. We believe, that meetings with representatives of Russian and foreign companies, government and public organizations, master classes by experts and specialists are effective within the framework of training courses. Each educational cycle has: a basic (compulsory) part and a variable (profile) part, established by the university, which implements the disciplinary and information saturation of the learning environment, which makes it possible to expand and (or) deepen knowledge, skills, skills and competencies determined

by the content of the basic (compulsory) disciplines (modules), allows the student to gain in-depth knowledge, skills and competencies for successful professional activity and (or) training at aviation university.

The idea of the goals of education have changed. The change in the educational paradigm, in relation to a technical university, is aimed at strengthening those provisions of domestic and foreign pedagogy , which are focused on respect for the student personality, associated with the denial of the manipulative approach and the replacement of the educational and disciplinary model on a personality-oriented model based on the principle of humane relations between a student and a teacher, relieving tension in the classroom and establishing trusting relationships, taking care of creating a favorable psychological climate in the classroom. This is reflected in the 2020 overseas webinars related to pandemic events and improving the use of digital platforms for universities. which led to the rapid improvement of distance technologies and their introduction into the audience. In MAI as in many domestic universities distance learning was urgently organized, in accordance with the emergency situation during the pandemic using LMS testing and independent automatic calculation of results. The epidemiological situation experience has contributed to a sharp leap in increasing the digital educational level of both teachers and students increasing the facilitation of learning (McConachy, 2018). This new educational trend of digitalization is coming confidently into everyday life of students and teachers. The higher education system is constantly evolving and changing. In modern conditions, the main trend in education is the digitalization of education. One of the components of digitalization is online teaching/learning that deals with hybrid technology in the training of Master Degree students. Hybrid teaching comprises traditional classroom training with the use of digital media during classes and while doing tasks at home. The authors believe that the use of online learning helps to maintain an individual approach to students and, consequently, increase their motivation while learning a foreign language. To answer these educational challenges the technology of hybrid learning is implemented. Hybrid learning is understood as combination of traditional intramural form of teaching with technology of hybrid learning a new one, nevertheless in the education science literature the terms of blended and hybrid learning could be used interchangeably (Jones & Sharma, 2017; Kurenkova et al., 2020).

The evaluation of questionnaire of students’ and teachers’ opinions revealed the following results presented in Table 2.

The evaluation of effectiveness of the approach choice to the formation of the foreign language professional thesaurus by students of different universities

**Table 2.** The evaluation of questionnaire of students’ and teachers’ opinions

Approaches	Students’ preferences (%)		Teachers’ preferences (%)	
	Aviation university (MAI)	Economical university after the name of Plekhanov G.V.	Aviation university (MAI)	Economical university after the name of Plekhanov G.V.
Nonprofessionally oriented common approach	25	28	40	15
Professionally oriented approach based on authentic thesaurus	75	72	60	85

The survey was conducted on the basis of the Moscow aviation institute (National research university) and Economical university after the name of Plekhanov G.V. (248 students, 25 teachers). We have revealed that conservative views still prevail at the universities. Nevertheless it has been proven that the organization of education based on the professionally oriented approach with authentic thesaurus was more successful and promoted both the acquisition of the foreign language professional thesaurus by students and their recognition of this approach. This approach can facilitate the synergy of professional knowledge and singularity of foreign language thesaurus in the process of foreign language study at the nonlinguistic or technical universities. Summing up the results we can come to the conclusion, that the introduction of this approach opens wide perspectives for the improvement of the foreign language communicative competence of the non-linguistic university students.

## **6. Findings**

The essence of the educational process is the purposeful transformation of social experience into the student's personal experience, which leads to the introduction of the student to all the richness of human culture and the development of his competencies and competence. It can be concluded that the concept of facilitation in the best way contributes to the formation of foreign language professional thesaurus of an aviation university students. Based on the definition, we present a psychological and pedagogical concept of the foundation of the structure of a foreign language professional communicative competence.

Since we consider the creation the conditions for facilitation of a foreign language professional communication of an aviation university student, we may suppose that the main value components will be synergy of professional knowledge in the aviation industry and the singularity of a foreign language thesaurus in this area. The professional interaction will contribute to the improvement of the ethics and techniques of a specialist's business communication. The indicators of the criterion module for assessing the foreign language professional communicative competence of an aviation university student will be, respectively, both the above language knowledge, skills and abilities, and the skills of professional behaviour of a future non-language specialist, which will lead to the effectiveness of communication in a business context.

We can divide the investigated quality “foreign language professional communicative competence” into three components: foreign language competence, professional thesaurus acquisition effectiveness.

The urgency of the student's orientation as of a creative professional arises from the humanistic ideas about the tasks of professional activity, the desirable thesaurus of a specialist.

Thus, self-awareness becomes a system-forming and regulating factor for professional self-improvement. In this case, the integrating basis of self-awareness will be "I"- concept based on the facilitation of the educational process. Consequently, the orientation of the individual to achieve professional competence will contribute to a goal-setting of foreign language professional thesaurus acquisition on the basis of a personal-activity or subject approach. Professionalism, which includes mastering a foreign language, is the main condition in the subjective realization of an individual. In the process of training within the walls of the university, conditions should be created for the implementation of professional goal formation and goal achievement. Professional self-awareness as a formed attitude to the profession is expressed in the presence of an established, constantly developing system of motives of

personal meanings and goals. Thus, the most important structural components in the foreign language professional communication are: motivational and value, professional and cognitive component and behavioural-activity components.

By effective pedagogical conditions, we mean facilitation of synergy of professional knowledge and singularity of a foreign language professional thesaurus, contributing to the formation of a foreign language professional communicative competence based on the principle of communicativeness in organizing training with a problem and communicative approach. And now we will try to generalize the facts known to us in the model of the system for the formation of a foreign language professional communicative competence of a student of a non-linguistic university. Unusual complexity, versatility of professional activity, communicative situations, dependence on a large number of variables, as well as the presence of a subjective factor complicates the construction of the model. However, this complexity also has a positive meaning, as it expands the possibilities of research. The creation of a model of communication allows you to arrange facts in interconnection, to show them in causal relationships and it also becomes possible to express facts not only qualitatively, but also quantitatively. With the help of the model of the formation of a foreign language professional communicative competence of a student of a non-linguistic university, it is possible to plan experimental work, purposefully apply psychological and pedagogical methods and predict the results.

As a result of our research, the model of the system for the formation of a foreign language professional communicative competence of a student based on the aviation university context has the following form:

1. General, universal personality traits: professional orientation, psychological preparedness, politeness, empathy, relevance, attitude motives. Special properties characterizing the internal structure of the communication thesaurus of the future professional in the aviation industry and business.
2. Cognitive properties - allowing a person to perceive, understand and study the world around him, including other people and himself. This property is characterized by an interest in knowing everything around him, a desire to develop in oneself the "gift of knowledge of people", a desire for cooperation, identification with other people; expressive properties which characterize the expressiveness of the personality, that allows it to be understood by other people that is, tact and politeness, endurance and patience, volitional personality traits.

Thus we may conclude that in the characteristic of the special properties of communication of an aviation university student, one can also include foreign language communicative competence, skills and abilities and the professional orientation of the individual.

Of course, our model of the formation of a foreign language professional communicative competence of an aviation university student is an approximate, conditional and variable analogue of this complex psychological and pedagogical phenomenon. However, in our opinion, it has a certain explanatory power, clarity and applicability in further studies of this problem. To a greater extent than at school, the conditions of study at a university require from students the ability to organize educational activities and

the work independently. It is important to form a holistic structure of learning activities in students in the interconnection of all constituent components. Communication should become such a connecting link in all types of educational activities (Vazquez, 2019).

## 7. Conclusion

The analysis of various approaches to the problem of the formation of value orientation in the process of communication allowed us to conclude that the foreign language professional competence of a student is firstly, focusing on personal needs, on the positive qualities in another person secondly, on the disclosure of their own spiritual creative potential; thirdly, on the organization of an educational, cognitive, creative communication activity.

Organizational and motivational component is a system of values of a specialist: communication, cognition, motives, attitudes, orientations, experience assessment, aspirations. The professional and cognitive component is a system of knowledge, skills and abilities of a foreign language based on singularity of aviation thesaurus and professional knowledge, modelling of communication activity, communicative techniques and the development of professionally significant qualities. Behavioural and activity component is a manifestation of the practical level of formation of foreign language professional communicative competence of students, analysis, correction, summing up. The organizational and motivational aspect of preparing students for the formation of communicative qualities is implemented under a number of conditions:

1. Motivational focusing on reading authentic scientific literature with singularity of aviation profile thesaurus and subsequent communication as one of the main cognitive values.
2. Facilitation of synergy of professional knowledge and singularity of a foreign language aerospace thesaurus in the process of teaching foreign languages at technical university.
3. Facilitation of a student communication using the aerospace thesaurus in a foreign language (Jones & Sharma, 2017).
4. Organization of research work on the problems of professional activity on the basis of synergy of professional knowledge and singularity of the foreign language aviation thesaurus.

Professional and cognitive component.

Knowledge about the experience of communicative activity actualizes communicative behavior:

1. Knowledge of the role and place of communicative qualities in the structure of professional competence of a specialist.
2. Knowledge of the essence and main components of professional foreign language communication activity.
3. Concept of the mechanism of synergy of professional knowledge and singularity of the aerospace thesaurus.
4. Knowledge of algorithms of behaviour in communication situations as well as tactics and strategy.

5. Knowledge of the means, forms, methods of transferring information in the process of communication.
6. Knowledge of various types of communication activities. Synergy of professional knowledge and singularity of a foreign language thesaurus on the basis of the context of a technical university in the cognitive component.
7. Communicative knowledge is realized through the mastery of communication techniques and technology.

So, we can conclude that foreign language professional competence is developed in communication in the process of synergy of professional knowledge and singularity of a foreign language aerospace thesaurus, the driving force of which may be needs and motives of a foreign language communicative activity of a person. Like any other activity it requires the subject of activity to have a certain system of incentives that reflect the nature of communication.

In the process of building a hierarchy of professional values of a specialist, we believe that among all the others, a value attitude to foreign language communication occupies a special place. This assumes that personal values and professional qualities are significant for a specialist. Its value is unconditional and decisive, since it is a person who is the bearer of culture and its creator.

The analysis of theoretical and methodological foundations of communicative activity has revealed that communicative activity in the context of aviation technical university specialties facilitates communication and exchange of information with singularity of professional thesaurus. It takes into account the following structure: singularity of a foreign language thesaurus, during which general meanings, ideas, concepts are developed that have an informational closely related gnoseological and axiological basis, which is determined by the norms of professional interaction, information coding and decoding. The need to achieve professional foreign language communicative competence and not a formal study of a foreign language is dictated by the requirements of the modern period of transition to the world information civilization of mankind. The analysis of scientific authentic literature confirms that this process is associated with synergy of professional knowledge, with singularity of a foreign language professional thesaurus, with the theory and logic of cognition, during which the information received by the subject is transformed into a language as a result of complex thinking mechanism, which serves as a means of communication.

Facilitation of foreign language professional communicative competence based on axiology contributes to synergism of all communication functions, taking into account synergy of professional knowledge and singularity of a foreign language aviation student thesaurus. Facilitation as the embodiment of the humanistic paradigm involves the development of freedom of creativity for students and teachers, the student personality over learning and self-education, which is the basis for the formation of foreign language professional communicative competence of students, which implies not only the ability to express one's thoughts in a foreign language, but also certain communicative behaviour. Mastering foreign language communication requires a certain orientation of the student personality and the formation of cognitive activity. Value orientations are the energizer of such a personality orientation. The formation of value orientations for the study of a foreign language is necessary from the first day of study at the

university. The communicative orientation of training should be an integrative goal of training, orienting towards the achievement of a foreign language professional communicative competence in the unity of all communication functions: cognitive, regulatory, value-orientated, etiquette. The cognitive component is cognition and the goal of cognition. Singularity of a foreign language thesaurus is a means of professional information cognition. The gnoseological basis is closely related to the process of language formation and at the same time it is a means of professional information cognition. The axiological basis of communicative activity considers communicative activity from the point of view of value, since it is the source of the subject's competence. In the process of inquiring a foreign language communicative competence, three functions of a foreign language are implemented: cognitive, developing, educational, as well as a pragmatic function associated with the real needs of the student.

The methodology helps to analyse and solve the problems and contradictions that have arisen in the educational process at a new level, including when teaching foreign languages in a non-linguistic university in accordance with modern requirements. Facilitation of student cognitive activity is inextricably linked with the emergence of their motives and needs. According to Leontiev (1972), genetically the initial beginning for human activity is the mismatch of motives and goals their coincidence is a secondary phenomenon either the result of acquiring goals of incentive power or the result of awareness of motives that turn a motive into a goal.

Based on the analysis of philosophical and pedagogical concepts related to personality theory, we can conclude that synergy of professional knowledge and singularity of a foreign language aviation student thesaurus can be the basis for facilitation, contributing to the formation of a foreign language professional communicative competence of students. At the same time, the study of a foreign language related to professional activities can be the basis for organizing foreign language classes based on the project method.

We assume that the system-forming and regulating factor of professional growth and creative activity of the student is reflection, self-knowledge, self-awareness, the integrating factor of which is the image of "I"-concept. Thus, we can proceed that the "I" -concept is the basis for facilitation in the formation of foreign language professional communicative competence of students in our study, since it provides optimal interaction in the communication process. It is based on synergy of professional knowledge and singularity of foreign language thesaurus of the aviation technical profile in the learning process, that allows us to design educational goals by stages of training, to simulate educational training tools to achieve the planned result. Synergism is also highly motivating, (Maslow, 1954), since a large amount of professional scientific information is written in English and it is possible to use it as a means of obtaining information in all disciplines. The desire to master relevant information is a cognitive motive in the study of a foreign language. The organization of foreign language classes based on the method of projects is effective in teaching professional culture at the final stage of updating knowledge when designing situations related to solving problems of a professional nature, when exchanging information with colleagues, preparing a report at a scientific conference, when translating conversations with partners, as well as when creating projects, connected with solving situations. This method requires thinking, creative activity, meanwhile the knowledge gained in the learning process is updated and a necessary element is entering in accordance with the scenario of the problem (participation in a scientific conference, a conversation between specialists, etc.). There is a high level of socialization and a close relationship with knowledge of business ethics and

special knowledge. When designing a project, the student participates in the following creative actions: posing a problem, creating a script, selecting the necessary material in manuals and reference books, assigning roles and participating in the dramatization of the project. At the same time, students have to master the skills of business communication, formal role-based and professional communication, and business etiquette. Therefore, we consider that it is necessary to develop methods of explanation and methods of predicting the behaviour of an airline employee or astronauts on board an orbital station, skills in managing the behaviour of subordinates and our own, mastering the psychological culture of organizational behaviour. In the course of the project students search the Internet for the information in a foreign language, contributing to synergy of professional knowledge and singularity of foreign language aerospace thesaurus. The organization of the educational process by the method of projects in MAI facilitates the cognitive activity of students in the formation of foreign language professional communicative competence. Thus, we can conclude, that implementation of the method of projects in to pedagogical practice can facilitate synergy of professional knowledge and singularity of a foreign language thesaurus in the process of teaching foreign languages in any non-linguistic university following the example of MAI.

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