

FROM FOREIGN LANGUAGES TO A PROFESSION: THE PROFESSIONAL IDENTITY FORMATION DURING THE LESSONS OF A FOREIGN LANGUAGE FOR SPECIAL PURPOSES (LEXICAL AND PROFESSIONAL ASPECTS)

EKATERINA A. SAMORODOVA

Department of the French Language of Moscow State Institute
of International Relations, MGIMO University
Prospekt Vernadskogo 76, 119454, Moscow, Russia
E-mail address: samorodova.ekaterina.78@mail.ru
ORCID: <https://orcid.org/0000-0002-0702-0253>

IRINA G. BELYAEVA

Department of German Language of Moscow State Institute
of International Relations, MGIMO University
Prospekt Vernadskogo 76, 119454, Moscow, Russia
E-mail address: i.beljaeva@inno.mgimo.ru
ORCID: <https://orcid.org/0000-0002-7083-3564>

TATIANA V. BRAGINA

Department of French Language of Moscow State Institute
of International Relations, MGIMO University
Prospekt Vernadskogo 76, 119454, Moscow, Russia
E-mail address: bragina_t@mail.ru
ORCID: <https://orcid.org/0000-0002-4295-6604>

ABSTRACT

Thesis. The authors of the study consider important issues of the professional competencies formation during the process of teaching a foreign language to law students as a process of their professional identity formation. The authors had to identify by interviewing students what types of exercises help them to master their chosen speciality in a foreign language.

Methods. The authors rely on comparative, competitive methods, as the interdisciplinary approach principles. Comparing the programmes of teaching a foreign language of speciality and international law, the authors build a system of a single learning process as one of forming a professional identity.



Results. Authors of the study tried to build the process methodology of teaching the language of the speciality as a formative one of students' professional identity. The authors cited as an example the system of methods and exercises used in the language lessons of the speciality, with the aim of formation of not only linguistic but also legal professional competencies.

Conclusion. The process of forming a professional identity in the process of studying at a university is one of the most important in the development of the professional personality of a future specialist. Teaching a foreign language in humanitarian universities is an important process which should be revised in accordance with the main discipline teaching programmes. It's important to create such methodological complexes that would allow the speciality language lessons to bring the learning process as close as possible to a professional one.

Key words: professional identity language of speciality, interdisciplinary approach, language for special purposes, international law

INTRODUCTION

“Tell me why do you need English – and I will tell you what kind of English you need” (Hutchinson & Walters, 1997, p. 133). This winged expression of the respected Professor Douglas T. Hutchinson and Alan Waters (1997) can be said to be the motto of professional linguodidactics, the concept of which appeared officially in the first half of the new century in the numerous researches. This is a new branch of linguodidactics, the task of which is to create principles, and develop methods and means of teaching a foreign language of a speciality.

The formation of professional linguodidactics as a separate science (industry) took place in several difficult stages. Initially, the origins of professionally oriented foreign language teaching come from the English school of teaching foreign languages “English for specific purposes” (ESP) – “Language for Special Purposes” (LSP), which appears in the 1960-70s. Two of the first researchers in this field were Hutchinson and Waters (1997), who found that language for specific purposes is largely based on communication, which has structural, functional and discursive levels (Hutchinson & Walters, 1997). The structural level refers to the features (grammatical, lexical, syntactic) of the foreign language being studied. Speaking about the functional and discursive levels, we can mean the development of thought, expressed by means of language, in a certain (professional) context. Previously, teaching FLS (a foreign language of speciality) was limited by the professional terms translation and the study of grammatical constructions, but at the moment the work is aimed at learning the language that is actively used in life by specialists of various professions: engineers, doctors, lawyers, economists, etc.

Determining the purpose of learning is the main task in teaching a foreign language of speciality. The processes of globalisation and integration dictate new rules, the purpose of which is the development of intercultural and professional communication. Specialists of non-linguistic professions, such as lawyers, economists, engineers, etc., must possess, to one degree

or another, the foreign language communicative competence necessary to conduct a dialogue with foreign partners in a foreign language in the professional field. The need for such specialists is constantly growing up and, accordingly, the task of higher educational institutions (non-humanitarian) is to provide professional language education.

The main element of teaching FLS or LSP is the creation of programmes and projects of professionally oriented language courses, the choice of which is determined by the needs of the students themselves. "Tell me – why do you need English – and I will tell you what kind of English you need" (Hutchinson & Walters, 1997, p. 133) – once again returning to the well-known quote of Professor T. Hutchinson, one should emphasise the functional-discursive nature of a foreign language for special purposes. According to Youlia Komarova (2007), the language for special purposes was understood as a special system of linguistic means, united thematically, hierarchically structured and corresponding to a highly specialised sphere of human activity. According to Elena Yakovleva, "Language for special purposes is understood as a special system of linguistic means, united thematically and corresponding to a highly specialized sphere of human activity" (1991, p. 133).

LITERATURE REVIEW AND METHODOLOGY

The works of many Russian and foreign scientists are devoted to the formation and development of professional linguodidactics. The main goals, objectives, analysis of the methods used in professional linguodidactics, as well as ways to solve the problems that foreign languages teachers put before linguodidactics, are reflected for example in studies of Tatiana Almazova, Tatiana Baranova, and Ludmila Khalyapina (2017) as "Pedagogical approaches and models of integrated foreign languages and professional disciplines teaching in foreign languages" and in linguodidactics researches as Marina Bogatyreova (2015), Daria Bylieva (2020), Victoria Lobatyuk (2020), Agota Dobos (2015), Yuri Eremin (2019), Anna Krupchenko (2005), Eduard Krylov, Alfred Nordmann, and Ludmila Khalyapina (2021), Roman Kvapil and Martina Šipošová (2020), Léonid Moskovkin (2020), Tamara Nazarova (1996), Aida Nurutdinova, Elena Dmitrieva, Elena Nelyubina, Liliya Nurova, and Kira Wagner (2020), Larisa Rebrina (2019), Alexander Yefanov (2017).

In most cases, the language of the speciality in higher education is not studied from the initial level. Accordingly, before meeting with IFL, the student has already had experience in learning a foreign language and the goal of learning IFL is not to study grammatical and lexical units separately, as mentioned above, but to obtain professionally oriented language knowledge in a certain area.

This is a creative, active and constantly evolving process that can reveal the creative and professional potential of students and teachers, enabling

students to acquire the necessary professional competencies and knowledge during their studies, and teachers the opportunity for professional growth in the chosen field. In one of his seminars for students of Moscow State Pedagogical University Rurik Minyar-Beloruchyev said that every teacher of a foreign language must continuously study for his professional enrichment. In continuation of the thought of the greatest scientist and teacher, we can say that a teacher of a speciality language must have fundamental knowledge in the field of the professional discipline that he teaches since FSP assumes different levels of knowledge of a foreign language and a profile discipline.

The teaching of FSP is based on an interdisciplinary approach, which makes it possible to talk about the formation of a system of professional knowledge, skills and abilities in the course of such training. Professional linguodidactics combines several sciences: linguistics (the science of language), linguodidactics (the science of methods and principles of language teaching), and a special discipline. The practical basis of this article is the experience of teaching a foreign language speciality to international lawyers in some law faculties and universities of the world, where the main discipline is international law.

International law is a universal basic subject that underlies the training programmes "International Law," "International Relations," "International Economics." This is explained by the dominant role of international law in the sphere of interstate relations, international business and politics. An international lawyer must skilfully carry out various types of professional activities, while using a foreign language (in a foreign language): this is legal practice, expert work, working with legal documentation (from drafting acts to signing), participating in international conferences, round tables and conducting discussions, translation of specialised literature, organisation of scientific events, research work, teaching activities.

Accordingly, a foreign language of a speciality in the profile "International Law" is its integral part. Often, teaching the language of a speciality in a non-linguistic university begins from the second or third year. In accordance with the programmes, as a result of studying the discipline "International Law," students must:

- know the theoretical foundations and doctrine of international law;
- know international legal terminology;
- understand and be able to analyse the basic concepts and trends in the development of international law;
- understand the basic principles of international law;
- independently formulate and substantiate proposals for solving, on the basis of modern international law, emerging issues in the relations between states;
- be able to conduct a comparative legal analysis of various international legal acts regulating the relations of states within the framework of various branches of international law;

- be able to state the problem and approaches to its solution in oral (message, report) and written (information and analytical reference, abstract) form;
- have the skills to analyse new international legal acts, and in the context of international law, national legislation, independently expand the knowledge gained, including through theoretical generalisation of practical experience, creation of an individual research database on the chosen specialisation of international law.

In accordance with most programmes in the language of the speciality, during the course of study, students should be able to:

- clearly, logically, and reasonably build written and oral speech on the subject of international law;
- accurately formulate theses and express a legal position in a foreign language on the subject under study;
- clearly and consistently cover complex problematic issues and draw conclusions based on the results of their own presentation of the material;
- perceive and analyse information from authentic oral (audio and video) sources on the designated topic;
- perceive and analyse complex texts, educational and scientific literature on the designated topic;
- carry out written, audiovisual, oral translation from a foreign language into the native language and from native into foreign of the above types of texts, as well as oral messages, speeches, interviews, etc., taking into account a cross-system approach.

Programmes are built depending on the level of foreign language proficiency, but most often the training of a special discipline, in our case, international law, takes place in parallel with the teaching of IFL.

In most cases, teaching the language of a speciality is aimed at teaching the lexical and grammatical aspects, mastering the system of terms of the studied area, the features of their translation and contextual meanings. Nazarova (1996) notes in her works that a comprehensive methodology for teaching the language of a speciality was previously developed, which consisted of the following stages:

- reading thematic texts;
- identifying keywords;
- translating keywords into native and foreign languages;
- choosing phrases with the given words;
- translation of phrases with keywords;
- work with equivalents;
- conversation on the topic considered.

We can add to this list such exercises as compiling questions on the subject of the text and retelling the text. Nevertheless, at the moment, such an approach to teaching the language of a speciality is not relevant, since more emphasis is placed on the formation of professional competencies and professional communication skills Nazarova (1996).

RESULTS AND DISCUSSION

The authors of this article posed the question: is it possible to form professional competencies, and obtain professional knowledge (in our case, legal knowledge) in the classroom of the FSP? In this case, the learning process is aimed at achieving several goals – the formation of foreign language communicative competence in the professional field, on the one hand, and professional knowledge, skills and abilities, on the other. In other words, in the process of work, a model of professional identity of future specialists in the field of international law is being formed. The main means of achieving the goals set are the appropriate educative programmes, courses and teaching materials for teaching FL and speciality. We need carefully selected language material on legal topics, and a system of tasks and exercises. The practical results of the work can be presented in the following Table 2. Professional competences. The first column indicates the professional skills and abilities acquired by students during their studies at the university in the speciality “International Law.” The second column indicates the methods used to form professional knowledge in IFL lessons in a foreign language. The authors also give examples of exercises for the formation of professional competencies in foreign language lessons.

Table 1
Professional Competences

International law knowledge and skills	Educative process – examples of teaching methods in a foreign language
1. A. Knowledge of the theoretical foundations and doctrine of international law. Understanding and ability to analyse the basic concepts and trends in the development of international law. B. Understanding and knowledge of international legal terminology.	1. A. Working with texts of legal content (doctrinal text, scientific article, essay); answering questions, choosing the correct answer from the proposed ones. B. Working with keywords and vocabulary; work with definitions, translation of terms and terminological constructions.
1. Sample tasks (in French): 2. <i>Lisez le texte suivant / read the following text</i>	
<i>Droit aérien et droit de l'espace</i>	Air law and space law
<i>Le droit aérien et le droit de l'espace sont des branches séparées et distinctes du droit, bien qu'elles soient parfois traitées comme un seul domaine sous le vocable de « droit aérospatial ». Le droit aérien, le plus ancien des deux, est le corpus de droit public et privé, tant national</i>	Air law and space law are separate and distinct branches of law, although they are sometimes treated as a single area under the term „aerospace law”. Air law, the older of the two, is the body of public and private law, both national and international, that governs aeronautical

**International law
knowledge and skills**

qu'international, qui régit les activités aéronautiques et autres utilisations de l'espace aérien. De son côté, le droit de l'espace réglemente les activités des États et des entités privées dans l'espace extra-atmosphérique, principalement l'usage de satellites. La différence essentielle entre le droit aérien et le droit de l'espace découle du statut juridique de l'espace aérien et de l'espace extra-atmosphérique.

**Educative process – examples of teaching
methods in a foreign language**

activities and other uses of airspace. For its part, space law regulates the activities of States and private entities in outer space, mainly the use of satellites. The essential difference between air law and space law stems from the legal status of airspace and outer space.

3. *Souligner les termes et mots-clés, traduisez - les, expliquez le sens / underline the terms and keywords, translate them, explain the meaning.*

4. *Qu'est-ce que le droit aérien ? Qu'est-ce qui est l'objet d'études du droit aérospatial ? En quoi consiste la différence entre le droit aérien et le droit spatial ? / What is air law? What is the subject of aerospace law studies? What is the difference between air law and space law?*

5. *Confirmez ou réfutez les affirmations/ confirm or refute statements.*

Le droit aérien et droit de l'espace traitent le sujet/ Air law and space law deal with the subject.

6. *Soulignez les termes /mots clés/traduisez – les/expliquez-les/ Underline the terms and keywords, translate them, explain the meaning.*

7. *Droit aérien et droit de l'espace*

7. *Air law and space law*

Le droit aérien et le droit de l'espace sont des branches séparées et distinctes du droit, bien qu'elles soient parfois traitées comme un seul domaine sous le vocable de « droit aérospatial ». Le droit aérien, le plus ancien des deux, est le corpus de droit public et privé, tant national qu'international, qui réglemente les activités aéronautiques et autres utilisations de l'espace aérien. De son côté, le droit de l'espace réglemente les activités des États et des entités privées dans l'espace extra-atmosphérique, principalement l'usage de satellites. La différence essentielle entre le droit aérien et le droit de l'espace découle du statut juridique de l'espace aérien et de l'espace extra-atmosphérique.

Air law and space law are separate and distinct branches of law, although they are sometimes treated as a single area under the term „aerospace law“. Air law, the older of the two, is the body of public and private law, both national and international, that regulates aeronautical activities and other uses of airspace. For its part, space law regulates the activities of States and private entities in outer space, mainly the use of satellites. The essential difference between air law and space law stems from the legal status of airspace and outer space.

2.
A. Understand the basic principles of international law and independently formulate and justify proposals for resolving, on the basis of modern

2.
A. Work with authentic texts on international legal topics containing a problematic issue. Texts for argumentation and commentary.

International law knowledge and skills	Educative process – examples of teaching methods in a foreign language
<p>2.</p> <p>A. Understand the basic principles of international law and independently formulate and justify proposals for resolving, on the basis of modern international law, emerging issues in the relations of states.</p> <p>B. Be able to state the problem and approaches to its solution in oral (message, report) and written (information and analytical reference, abstract) form.</p>	<p>Working with case studies. Solving legal problems in a foreign language (case method).</p> <p>B. Work with reports on prepared legal topics in a foreign language. Work with essays, articles on legal topics in a foreign language.</p>
<p><i>Faites un cas pratique (imaginaire)</i></p> <p><i>Le 6 décembre 2010, deux avions de la Carpanie Airlines, dans lesquels des membres de la délégation officielle et des journalistes accompagnant le Président de la République démocratique de Carpanie effectuaient une tournée en Asie, ont atterri d'urgence à l'aéroport de la capitale du Stormland, Orage à différence d'une heure. À une heure du matin, le capitaine du premier avion a transmis une demande d'atterrissage d'urgence et une heure plus tard, le capitaine du deuxième en a demandé aussi. L'avion présidentiel est arrivé à Limour, capitale de Carpanie, sans retard au temps précis.</i></p> <p><i>Un carburant de mauvaise qualité ayant encrassé les filtres a servi de cause de l'atterrissage d'urgence.</i></p> <p><i>Immédiatement après avoir reçu les signaux d'alerte, les pilotes ont demandé l'autorisation d'atterrir à l'aéroport le plus proche, dans la ville d'Orage. Les experts affirment que le fonctionnement des capteurs d'alerte «n'ont pas constitué la menace pour la sécurité des vols», mais que les capitaines ont agi conformément aux instructions.</i></p> <p><i>Plus de 100 personnes ont passé dans la cabine d'avion environ sept heures en attendant qu'on leur procure des places pour Boeing - 15566, vol de réserve de Limour. Selon les informations disponibles, les carpaniens ont refusé les services des services</i></p>	<p>Sample task (legal case)</p> <p>On December 6, 2010, two planes of Carpania Airlines made an emergency landing at the capital airport of the State of Stomland, Orage, on which members of the official delegation and journalists accompanying the President of the Democratic Republic of Carpania, travelled around Asia with an hour difference. At one o'clock in the morning the captain of the first aircraft transmitted a request for an emergency landing, and an hour later, the captain of the second. The presidential plane arrived in Limur, the capital of Carpania, without delay and on time.</p> <p>The reason for the emergency landing was the contamination of the filters with low-quality fuel.</p> <p>Immediately after receiving warning signals, the pilots requested permission to land at the nearest airport in the city of Storm. Experts say that the alarm sensors "did not pose a threat to flight safety," but the captains acted in accordance with the instructions.</p> <p>More than 100 people spent about seven hours in the cabin of the plane waiting for a place on a backup Boeing-15556 flight from Limur. According to available information, the Carpanians refused the help of local services, asking only to provide them with food and water. The situation was aggravated by the fact</p>

International law knowledge and skills	Educative process – examples of teaching methods in a foreign language
<i>d'urgence locaux, en demandant uniquement de leur fournir de la nourriture et de l'eau. La situation était compliquée par le fait que les services de l'aéroport d'Orage exigeaient de payer immédiatement les services de décollage et d'atterrissage des avions, ainsi que leur stationnement et leur ravitaillement en carburant. Ce n'est qu'après les négociations, qui ont duré plusieurs heures, que les services d'aviation ont autorisé le départ des avions carpaniens.</i>	that Orazh airport services demanded immediate payment for the takeoff and landing of aircraft, as well as their parking and refuelling. And only after negotiations that lasted several hours, the aviation services allowed the Karpan planes to take off.
Comment évaluez-vous les actions des services d'Orage? Parlez des principes du droit international : s'il s'agit des violations dans ce cas -là./How do you assess Orage's actions? Discuss the principles of IL: is there a violation of them in this case?	
<ul style="list-style-type: none"> • Passez l'analyse des faits juridiques/ study the facts of the case. • Relevez les problèmes du droit/ identify legal issues. • Définissez les sources du droit que vous allez appliquer pour résoudre ce cas pratique/ identify sources of applicable law. • Étudiez la jurisprudence/ study jurisprudence. • Préparez votre résolution sur ce cas pratique/ prepare your case solution. 	
Faites le modèle d'une conférence internationale consacrée au sujet «La souveraineté de l'espace aérien: pour et contre», à laquelle vous parlerez des problèmes actuel du statut juridique des espaces (air, espace, mer).	Prepare a model of an international conference on the topic "Sovereignty of the airspace: pros and cons," where you will talk about the current problems of the legal status of spaces (air, space, sea).
3. Ability to conduct a comparative legal analysis of various international legal acts regulating the relations of states within the framework of various branches of international law; analyse new international legal acts in the context of international law and national legislation.	3. Working with sources of international law – texts of treaties, conventions, acts, resolutions: translation, interpretation of content, comments on the content of texts of normative acts. Working with key-words and terms of legal acts.
Exercises <ul style="list-style-type: none"> • Lisez les documents suivants/traduez -les • Étudiez les termes et constructions terminologiques 	Exercises <ul style="list-style-type: none"> • Read the following documents/translate them/ • Study the terms and terminological constructions
Convention de Vienne sur les relations diplomatiques de 1961 (United Nations, 1961). Les États parties à la présente Convention, Rappelant que, depuis une époque reculée, les peuples de tous les pays reconnaissent le statut des agents diplomatiques,	Vienna Convention on Diplomatic Relations of 1961 (United Nations, 1961). The States Parties to this Convention, Recalling that since ancient times the peoples of all countries have recognised the status of diplomatic agents, Conscious of the purposes and principles

International law
knowledge and skills

Conscients des buts et des principes de la Charte des Nations Unies concernant l'égalité souveraine des États, le maintien de la paix et de la sécurité internationales et le développement de relations amicales entre les nations,
Persuadés qu'une convention internationale sur les relations, privilèges et immunités diplomatiques contribuerait à favoriser les relations d'amitié entre les pays, quelle que soit la diversité de leurs régimes constitutionnels et sociaux,
Convaincus que le but desdits privilèges et immunités est non pas d'avantager des individus mais d'assurer l'accomplissement efficace des fonctions des missions diplomatiques en tant que représentants des États,
Affirmant que les règles du droit international coutumier doivent continuer à régir les questions qui n'ont pas été expressément réglées dans les dispositions de la présente Convention,
Sont convenus de ce qui suit:
 2. 1. *Convention de Vienne sur les relations consulaires* *Faite à Vienne le 24 avril 1963** (United Nations, n.d.)
Les Etats parties à la présente Convention, Rappelant que, depuis une époque reculée, des relations consulaires se sont établis entre les peuples,
Conscients des Buts et des Principes de la Charte des Nations Unies concernant l'égalité souveraine des Etats, le maintien de la paix et de la sécurité internationales et le développement de relations amicales entre les nations,
Considérant que la Conférence des Nations Unies sur les relations et immunités diplomatiques a adopté la Convention de Vienne sur les relations diplomatiques qui a été ouverte à la signature le 18 avril 1961,
Persuadés qu'une convention internationale sur les relations, privilèges et immunités consulaires contribuerait elle aussi à favoriser les relations d'amitié entre les pays, quelle que soit la diversité de leurs régimes constitutionnels et sociaux,

Educative process – examples of teaching methods in a foreign language

of the Charter of the United Nations concerning the sovereign equality of States, the maintenance of international peace and security and the development of friendly relations among nations,
 Convinced that an international convention on diplomatic relations, privileges and immunities would help to foster friendly relations between countries, regardless of the diversity of their constitutional and social systems,
 Convinced that the purpose of the said privileges and immunities is not to benefit individuals but to ensure the effective performance of the functions of diplomatic missions as representatives of States,
 Affirming that the rules of customary international law shall continue to govern matters which have not been expressly regulated in the provisions of this Convention,
 Have agreed as follows:
 2. 1. *Vienna Convention on Consular Relations Done at Vienna on 24 April 1963** (United Nations, n.d.)
 The States Parties to this Convention,
 Recalling that since ancient times consular relations have been established between peoples,
 Conscious of the Purposes and Principles of the Charter of the United Nations concerning the sovereign equality of States, the maintenance of international peace and security and the development of friendly relations among nations,
 Considering that the United Nations Conference on Diplomatic Intercourse and Immunities adopted the Vienna Convention on Diplomatic Relations which was opened for signature on 18 April 1961,
 Convinced that an international convention on consular relations, privileges and immunities would also contribute to fostering friendly relations between countries, regardless of the diversity of their constitutional and social systems,

International law knowledge and skills	Educative process – examples of teaching methods in a foreign language
<i>Convaincus que le but desdits privilèges et immunités est non pas d'avantager des individus mais d'assurer l'accomplissement efficace de leurs fonctions par les postes consulaires au nom de leurs Etats respectifs,</i> <i>Affirmant que les règles du droit international coutumier continueront à régir les questions qui n'ont pas été expressément réglées dans les dispositions de la présente Convention,</i> <i>Sont convenus de ce qui suit :</i>	Convinced that the purpose of the said privileges and immunities is not to benefit individuals but to ensure the effective performance of their functions by consular posts on behalf of their respective States, Affirming that the rules of customary international law will continue to govern matters not expressly settled in the provisions of this Convention, Have agreed as follows:
Répondez aux questions suivantes/ Answer these questions.	
— <i>Quelles sont les buts de ces conventions ? Sont-ils similaires?/What are the purposes of these conventions? Do they match?</i>	
— <i>Connaissez-vous d'autres actes juridiques portant sur les relations diplomatiques et consulaires?/What other normative acts concerning diplomatic and consular relations do you know?</i>	

Source: own research.

As mentioned above, the materials are compiled taking into account the level of knowledge of a foreign language of students. Usually, third-year students who study a foreign language 10 class hours a week have general language competencies at level B2. Accordingly, this allows the teacher to use authentic materials for studying FLS. Texts for abstracting and discussion can be unadopted scientific articles, studies on international legal topics, essays. Assignments in the text, as shown in the first paragraph of Table 2, are aimed at the formation of professional knowledge and skills, provided for by the discipline training programme. By translating texts, the student learns a system of terms and terminological structures, and becomes acquainted with the key concepts of international law. Tasks for retelling texts, answering questions, choosing the correct answer from among those offered, and comments from important professional competencies of the future specialist, which he will need in his future activities. Since the profession of an international lawyer is continuously connected with the FLS, it is very important to integrate the language models of professional activity and communication in a foreign language into the process of his training. Paragraph 2 provides an example of a legal case on international air law. The case method underlying the development and preparation of such exercises is the main one in training lawyers, since solving cases, problems, problematic legal situations, and studying and resolving disputes in a foreign language form the core of their profession.

Table 2

Students' Responses to the Question: What Language Do You Consider More Interesting for Learning at University

Languages	100%
General language	50%
Special language	50%

Source: own research.

A correctly drafted text of a legal task contains a legal problem, a question to be solved by studying the necessary sources of applicable law, jurisprudence and doctrine. The solution of a case usually takes place in several stages. Trainers conduct their research of the case, collect the necessary information from the official websites of international courts, and search for and analyse the circumstances. The result of the work may be a decision on the case in written or oral form, presented at a conference organised according to the model of the International Court of Justice with debates between the two sides. Such exercises and tasks bring the educational process as close as possible to the speciality and help in the development of professional competencies, not to mention language ones. The skills of public speech, collegial work, search and analysis of information in a foreign language, construction of arguments and comments, are necessary for a future specialist, respectively, and they should be given special attention during training.

Given the high level of saturation of these programmes in the discipline "International Law," it is not possible to create additional courses in the native language, or conduct additional classroom lessons within the discipline that form professional skills. Accordingly, one of the solutions is vocational training in the framework of FLS courses, examples of which are discussed above.

We interviewed 200 third- and fourth-year undergraduate students of the Faculty of International Law who study French, German and English.

The students were asked the following questions:

- What aspect of the foreign language you are studying is most interesting for you: general language or speciality language?
- What aspect of the studied foreign language is most significant for you as a future international lawyer: the general language or the language of the speciality?
- What tasks do you find most useful in the language lessons of your speciality in the context of the formation of professional skills: Translation of professional texts, Case solving; Public performance; Participation in model conferences and round tables; Conducting discussions and consultations; Other.
- What problems do you face when studying a foreign language speciality: insufficient level of terminology in Russian; lack of necessary

knowledge in the speciality in Russian; lack of deep knowledge in the field of law of a teacher of a foreign language of the speciality, other.

Figure 1

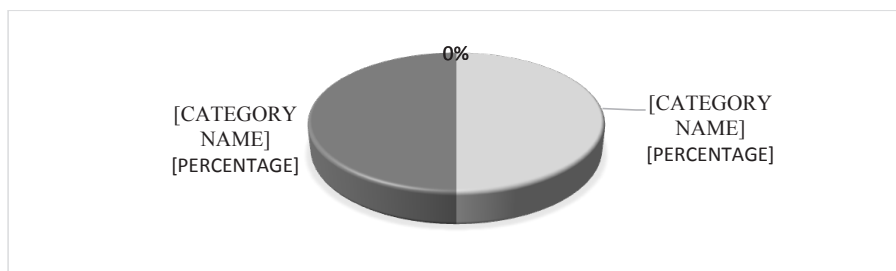


Figure 1
Students' Responses to the Question What Language They Consider More Interesting for Learning at University?

Source: own research.

Table 3
Students' Responses to the Question: What Language Do You Consider More Useful for Lawyers for Learning at University?

Languages	100%
General language	45%
Special language	55%

Source: own research.

Table 4
Students' Responses to the Question: What Tasks Do You Find Most Useful in the Language Lessons of Your Specialty in the Context of the Formation of Professional Skills?

List of the tasks	100%
Translation of professional texts	15 %
Case solving	22%
Public performance	18%
Participation in model conferences and round tables	20%
Conducting discussions and consultations	20%
Other	5%

Source: own research.

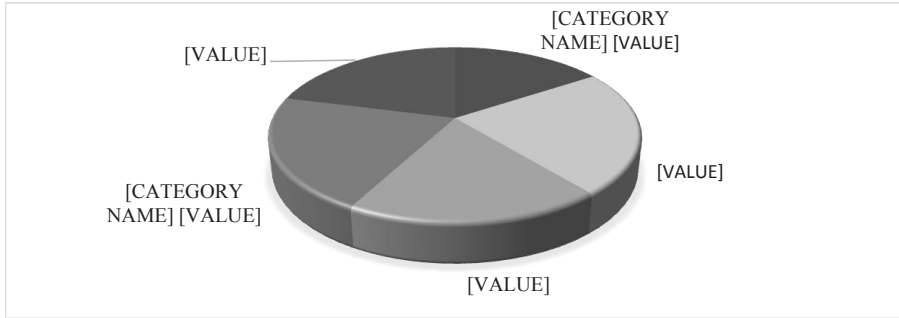


Figure 2

Students' Responses to the Question: What Tasks Do You Find Most Useful in the Language Lessons of Your Speciality in the Context of the Formation of Professional Skills?

Source: own research.

Table 5

Students' Replies to the Questions: What Problems Do You Face When Studying a Foreign Language of Your Speciality?

Problems that the students face while learning foreign language of speciality	%
Insufficient level of terminology in Russian	27
Lack of necessary knowledge in the speciality in Russian	26
Lack of deep knowledge in the field of law of a teacher of a foreign language of the speciality	27
Other	20

Source: own research.

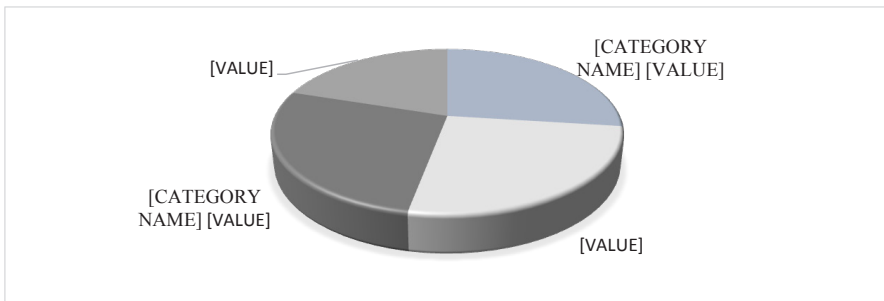


Figure 3

Students' Replies to the Questions: What Problems Do You Face When Studying a Foreign Language of Your Speciality?

Source: own research.

CONCLUSION

A survey of international law students showed their pronounced interest in learning FLS with a focus on the formation of professional knowledge, skills and abilities. One of the arguments is the identity of the learning process and the future profession, which is expressed in the methods of organising FLS classes, prepared materials and means, as well as the interest in achieving the goals set by both students and teachers. The most interesting and effective tasks, and aimed at the formation of professional knowledge, according to students, are the solution of cases, participation in conferences and round tables. Students attach considerable importance to the translation of specialised literature.

The process of forming a professional identity in the process of studying at a university is one of the most important in the development of the professional personality of a future specialist. In the context of modern education, in order to achieve such goals, it is necessary to create such special teaching aids that would be aimed at the formation of initially professional skills and knowledge in the course of teaching students at a university. Taking into account the fact that teaching a foreign language in a speciality in humanitarian universities is important for almost any programme, its teaching can be revised in accordance with the programmes for teaching the main discipline and create such methodological complexes that would allow the speciality language lessons to bring the learning process as close as possible to a professional one. The authors of the study demonstrate the creation of such a process on the examples of teaching the language of the speciality to international lawyers. In the process of teaching the language of a speciality, it is possible to teach students such professional skills as the analysis of legal acts, the translation of specialised literature, the study of legal cases and cases, speaking at a conference and many more.

Thus, as mentioned above, the most important tasks of modern higher education are to create specially oriented teaching aids and foreign language students' books aimed at the professional formation of a future specialist.

REFERENCES

- [1] Almazova, N. I., Baranova, T. A., & Khalyapina, L. (2017). Pedagogical approaches and models of integrated foreign languages and professional disciplines teaching in foreign and Russian linguodidactics. *Yazyk i kul'tura*, 20, 116-134. DOI: 10.17223/19996195/39/8.
- [2] Bogatyreova, M. (2015). Didactic principles of developing professional linguistic personality in foreign language training. *Procedia - Social and Behavioral Sciences*, 214, 544-551. DOI: 10.1016/j.sbspro.2015.11.758.
- [3] Bylieva, D. (2020). The language of human-machine communication. *Technology and language*, 1(1), 16-21. DOI: 10.48417/technolang.2020.01.04.
- [4] Dobos, Á. (2015). Language competency development with lingoeducation. *Procedia - Social and Behavioral Sciences*, 191, 1467-1471. DOI:10.1016/j.sbspro.2015.04.376.
- [5] Hutchinson, T., & Walter, A. (1993). *English for specific purposes*. Cambridge University Press.

- [6] Krupchenko, A. K. (2005). Professionalization of teaching a foreign language to specialists. *M.: Vocational education*, 9, 59-72.
- [7] Krylov, E. (2020). Engineering education – convergence of technology and language. *Technology and Language*, 1(1), 49-50. DOI: <https://doi.org/10.48417/technolog.2020.01.11>.
- [8] Krylov, E., Khalyapina, L., & Nordmann, A. (2021). Teaching English as a language for mechanical engineering. *Technology and Language*, 2(4), 126-143. DOI: <https://doi.org/10.48417/technolog.2021.04.08>.
- [9] Komarova, Y. A. (2007). On the problem of structural and meaningful description of the terminology of the language of science (based on the terminology of the English education system). *Cyberleninka*. <https://cyberleninka.ru/article/n/k-probleme-strukturno-soderzhatelnogo-opisaniya-terminologii-yazyka-nauki-na-materiale-terminologii-angliyskoy-sistemy-obrazovaniya>.
- [10] Kvapil, R., & Šipošová, M. (2020). The crisis of contemporary linguistics vs. applied linguistics. *XLinguae*, 13, 151-168. DOI:10.18355/XL.2020.13.01.12.
- [11] Moskovkin, L. (2020). Development of ideas about the teaching method in didactics and linguodidactics. *Russian Language Studies*, 18, 295-314. DOI: 10.22363/2618-8163-2020-18-3-295.
- [12] Nazarova, T. B. (1996). ESP for philologist: the step by step methodology and its application in the 90s. *ESP Russia*, 2, 22-24.
- [13] Nurutdinova, A., Dmitrieva, E., Nelyubina, E., Nurova, L., & Wagner, K. (2018). The interactive education in teaching languages: Microblogging as the way to improve postgraduate students' communicative interaction in English. *XLinguae*, 11, 120-135. DOI: 10.18355/XL.2018.11.02.10.
- [14] Rebrina, L. (2019). Representation of memory processes by verbal collocations with the semantic component "time". *XLinguae*, 12, 249-265. DOI: 10.18355/XL.2019.12.03.19.
- [15] United Nations. (n.d.). *Convention de Vienne sur les relations consulaires Faite à Vienne le 24 avril 1963* [Vienna convention on consular relations done at Vienna on 24 April 1963]. https://legal.un.org/ilc/texts/instruments/english/conventions/9_1_1963.pdf.
- [16] United Nations. (n.d.). *Convention de Vienne sur les relations diplomatiques Faite à Vienne le en 1961* [Vienna convention on diplomatic relations done at Vienna in 1961]. https://legal.un.org/ilc/texts/instruments/english/conventions/9_1_1961.pdf.
- [17] United Nations. (1961). *Vienna Convention on Diplomatic Relations*. https://legal.un.org/ilc/texts/instruments/english/conventions/9_1_1961.pdf.