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CODE OF BREAKTHROUGH FOR SCIENTIFIC SUCCESSES: COGNITIVE ASPECTS

This present publication outlines an in-depth understanding the PhD students' formation of creative cognition to successful innovative academic research in the context of teaching English for Academic Purposes. The article highlights the significant role of the competence-based approach that should be considered when implementing the Federal State Educational Standard. The synergy concept has proved to be feasible solution to the above problem while teaching EAP.

Keywords: the next generation scientist, a scientific research, English for Academic Purposes (EAP), cognitive skills, synergy concept.

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КОДЕКС НАУЧНЫХ ДОСТИЖЕНИЙ: КОГНИТИВНЫЕ АСПЕКТЫ

В предлагаемой публикации подчеркивается глубокое понимание формирования когнитивной креативности для успешной инновационной научной деятельности у аспирантов в процессе изучения дисциплины «Английский язык для научно-исследовательских целей». Работа подчеркивает целесообразность применения компетентностного подхода в обучении при реализации Государственного образовательного

стандарта. Синергийная концепция представляется возможным решением вышеупомянутой проблемы обучения английскому языку для академических целей.

Ключевые слова: ученый поколения ‘next’, английский язык для научно-исследовательской деятельности, когнитивные навыки, синергийная концепция.

The methodology of science, with its demand for objectivity, systematic research, and exact measurements involves complex cognitive processes such as perception, learning, communication, association, and investigation. Cognitive processes to the inspection of the language for Academic Purposes deal with the future generation scientists’ mental process or intellectual activity. We fully agree with the authors that: «It usually refers to processing action in which the information can be stored, analyzed, manipulated, integrated, mapped, and utilized for resolving challenges» [3, p. 155].

The formation of PhD students’ creative cognition is one of the core segments of the ‘next’ generation scientists training. Since the academic global community has mostly become English speaking, it appears reasonable to synthesize the formation of creative cognition for research activities and English for Academic Purposes training into a single coherent model by the concept of synergy.

The concept of synergy can be considered as an integration that has presented the interaction between English for Academic Research and the set of cognitive skills exploited for the complicated scientific activities. The education experts have the role to perform to enhance and foster the chief traits of PhD students’ creative cognitive skills. Creativity is essential and fundamental for academic investigations. It is the highest degree of PhD students’ research activities, particularly because it supports their self-reliance and ensures in their researching. Creativity is the ability to think about things, make the conclusion or modify in new flexible methods to achieve unusual and unique solution in problems.

In doing so, the synergy concept works within the parameters of the Federal State Educational Standard, which stressed the importance of competence-based approach. Creative cognition is important of both academic and career success of future generation PhD scientists. We fully agree with the authors that «In today’s

academic society students mainly get enrolled in a scientific research to achieve the necessary knowledge, and an academic degree making an investment in their career. In this way they are getting themselves ready for the future perspective» [4, p. 149].

In general, the synergy concept is regarded as a powerful pedagogical instrument driving postgraduate students' engagement and deep learning. The efficiency of synergy concept, however, depends on a multitude of descriptive aspects involved in scientific discovery.

One of the challenges is that the classifications and definitions for cognitive processes tend to be different. It generates debate about components and some other details. We suggest the idea that the predominant view is accepted as *some kind of mental process a skilled problem solver uses to perform a variety of scientific activities*.

In such a case, a skilled problem solver is the next generation Russian scientific researcher. In the framework of the paper the set of cognitive skills used in his/her investigations are a mental expert thinking to examine a broad span of information in English. We support the opinion of authors that: «The new algorithms give the linguistic limology the tools to explore problems related to the English language as the dominant power in a wider metaphorical sense, that facilitate an understanding of the involving future generation of Russian scientists in the area of international academic community without borders» [5, p. 197].

In particular, we would like to highlight its connection to argumentive thinking: The synergetic focal point is that English is not taught as a subject separated from the subject instead, it is integrated into a subject matter area important to the learners. As a matter of fact, the synergic aspect combines subject matter and English language teaching. Such combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study.

One of the most important aspects of synergy concept is to give the opportunity for future generation PhD students using cognitive skills to generate a new knowledge through English for successful achievement in innovative academic research. Moreover, according to the authors: «Nowadays skills of communicating in

foreign languages increase chances for making exciting career that without accessing them has little chance» [2, p. 118].

Based on the foregoing, it must be concluded that cognitive process can be dealt with from a linguistic viewpoint, as it is a segment of language, and from a didactic perspective, as it is a sphere of language teaching. It should be pointed out at this juncture that a balanced synthesis between the Linguistics and Pedagogical Approaches to Language for Academic Purposes producing a synergetic effect can effectively influence when the next generation experts training.

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