TECHNOLOGY FOR THE DEVELOPMENT OF COGNITIVE ACTIVITY OF STUDENTS IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

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Abstract: The development of students' cognitive activity depends on the correct interaction of all elements of the pedagogical process: goals, content, means and methods of teaching, a rationally structured system of classes in a foreign language, including classroom, home, independent and laboratory work on the language. A significant role in the development of students' cognitive activity is played by a foreign language lesson, which must meet didactic requirements, i.e. to be built taking into account the unity of teaching and development, to be scientific in the nature of the content of the educational material and in the way of its assimilation.

Cognitive activity in the educational process is a single process of generating students' thoughts and speech, this constitutes the material basis of education.

Mastering by students the basics of teaching, direct and indirect, is today the main practical goal. This necessitates a deep study of the process of development of cognitive activity in search of opportunities for its activation. This circumstance determined the choice of the topic of our thesis research.

Key words: educational process, cognitive activity, teaching a foreign language, communicative tasks.

I. INTRODUCTION

One of the possible ways and means of enhancing the cognitive activity of students at the middle stage is the setting of communicative tasks in the process of teaching students the English language. Based on didactic and methodological research, it is necessary to determine the activation of the cognitive activity of students, as the activation of speech-thinking activity, as a process aimed at achieving specific thinking and speech activity, carried out with prompting, guidance and control from the teacher and contributing to the early and successful achievement of the planned result learning.

In this study, an attempt is made to elucidate the problem of the development of the cognitive activity of students at the middle stage of education, who study a non-native language, in those conditions when the secondary school is undergoing significant changes, both organizationally and in terms of content.

Justifying the choice of the research topic, it should be noted that the analysis of the essence of the development of the cognitive activity of students allows a new look at the content and organizational aspects of the activity of a foreign language teacher in the context of updating the content of education, especially in the direction of social development. In this regard, the problem of creating interaction in a foreign language in the classroom is so complex and multifaceted that the teacher has to use various psychological, linguistic, regional-social means in order to come to the development of the cognitive activity of students.

II. LITERARY REVIEW

The essence of the concept of activation, its didactic conditions and means, as well as other aspects of this complex problem are considered in the studies of many domestic and foreign teachers: I.Ya. Lerner, A.M. Matyushkin, M.N. Skatkin, M.I. Makhmutov, T.I. Shamov, G.I. Shchukin and others.

The processes of activating the cognitive and speech-thinking activity of students are investigated in the methodology of teaching foreign languages by the authors: I.L. Beam, M.L. Vaysburd, E.I. Passov, V.S. Tsetlin, T.I. Kharchenko, L. Ya. Yakushina and others.

The basis of age-related development is the physical maturation of the individual. It does not in itself give rise to new psychological formations, but only creates the prerequisites for their emergence, which can be realized with the appropriate organization of experience and independent activity. From these positions, modern didactic scientists, without rejecting the external side of the use of methods for the development of cognitive activity (i.e., explanation, story, conversation, work with a book, etc.), direct their attention to the internal forms of the learning process. So I. Ya. Lerner (I.Ya. Lerner as a domestic didactic was mentioned in the introduction among other scientists. See the work in the list of sources used) offers five

general didactic methods of educational and cognitive activity: information-receptive, reproductive, problem presentation, heuristic and research.

However, here again we have to resort to psychology in the development of educational and cognitive activity. The fact is that the age-related psychological characteristics of a child are determined "not by a simple set of individual psychological characteristics, but by the originality of a certain integral structure of the child's personality and the presence of developmental trends specific for a given stage." The acquisition of a foreign language is not limited to the process of cognition. In addition to knowledge, the child also masters the most complex system of sensorimotor coordination, pronunciation skills, mental actions, semantic attitudes and stereotypes.

Here we are talking about the formation of foreign language speech activity in the unity of its incentive-motivational, analytical-synthetic and performing links. With this approach, special attention is paid to the formation of the student's need to speak a foreign language as the root cause of speech activity. Thus, "the focus is on the very subject of speaking activity - the student with his needs, interests, attitude to the content of the expressed thought."

Returning to the teaching methods, taking into account the above-mentioned psychological factors in the development of the student's personality, it should be noted that there are different points of view in the proposed methods.

A. Ulich and M.M. Makhmutov differentiate teaching and learning methods. Specifically, A. Ulich, offers teaching methods at the middle stage: expounding, guiding and motivating, and in teaching methods: non-independent, independent and creative methods. M.M. Makhmutov singles out information-reporting, explanatory, instructive-practical, explanatory-motivating and motivating teaching methods. As methods of teaching M.M. Makhmutov offers: executive, reproductive, productive-practical, partial search and search methods.

The listed methods are developed for subjects that make up the foundations of sciences with the idea of developing cognition and cognitive activity. They may well be transferred to any school subject, including into a foreign language.

In a modern secondary school, methods of teaching foreign languages are used: practice-exercises, demonstration-demonstration of means of auditory and visual clarity and support.

Developing the problem of methods for the development of cognitive activity further I.L. Bim differentiates them accordingly in the activities of the teacher and the student.

A.D. Klimentenko considers methods taking into account the type of speech activity, i.e. receptive and reproductive. However, in general, all these methods are focused primarily on the development of their teaching function. The problem of developing the possibilities of cognitive activity of students in these works is not sufficiently taken into account.

However, modern methods of teaching foreign languages require combining at least two approaches. On the one hand, communicative, focused on the development of speech skills, on the other hand, cognitive, aimed at stimulating independent cognitive activity of students.

III.   METHOD

In the methodological literature, the components are also designated by the sides of the lesson, where the goal of the lesson occupies a dominant position, which determines all the other components. It should be noted that all the components of the lesson are among themselves in the relationships of interdependence and interpenetration and interaction.

Before moving on to the development of cognitive activity in the framework of the lesson, it is necessary to briefly consider the characteristics of the main components of the lesson, since the learning process taking place in the lesson leads to the development of students.

1. The purpose of a modern lesson, as a leading side, has its own components: training, development and education.

Full-fledged training always has a developing and educating character, and development and education are organically included in the learning process.

This interdependence can be expressed in the following formulation: "Teaching, educate and develop, and educate and develop, teach", as one of the requirements for the target side of a modern lesson (second requirement).

The first requirement for a modern lesson, as noted above, is that all other aspects of the lesson must correspond to its target side. According to Vygotsky, education should lead development, and not lag behind it. For this, it is necessary that teaching, on the one hand, should be based on the current level of development of students (i.e. where students solve educational problems on their own without the help of

a teacher), and on the other hand, it should be carried out in the zone of proximal development of each student (i.e. a new task for the student, so that it is feasible for independent solution).

The teacher, defining a feasible task for the student, in the zone of his immediate development, makes him rise to a higher level of actual development. Thus, the essence of the learning process is to change the levels of the student's actual development, has a consequence determined by the new quality of his psyche, which allows him to complicate them at the next stage of learning. In the learning process, the student examines the same object of cognition each time from the position of a new level of difficulty, from different heights of cognitive capabilities, assimilates this object more fully, deeper in the system of new relationships and connections.

Hence follows the third requirement for the target side of the modern lesson. Specifically, this is the need to carry out training in the zone of proximal development of the student. In other words, teach students at an accessible high level of difficulty.

Therefore, the problem under consideration in the current conditions, according to its purpose, becomes not only relevant, but also of theoretical and practical significance. Purpose of the research: identification of rational ways and development of expedient methods for the development of cognitive activity of students at the middle stage of teaching them the English language. In accordance with the purpose of the study, it was necessary to solve the following tasks:

1. to theoretically substantiate the possibilities of developing the cognitive activity of students in the process of teaching a foreign language as a solvable problem;

2. to practically check the developed methodological recommendations for organizing the cognitive activity of students at the middle stage of education in order to activate.

In the implementation of the intended goal and solution of the tasks, the following research methods were used:

-the method of observing the educational process in schools, studying the work of school teachers, summarizing their personal observations and experience of teachers of foreign languages during two teaching practices;

- the method of a search experiment in order to identify and determine rational ways of developing the cognitive activity of students;

- methods of synthesis and analysis of the data obtained in the process of research.

Study of collections, textbooks, manuals and other sources, linguistic and scientific-methodical literature, reflecting the experience of researchers, teachers and other employees of educational institutions in the field of learning foreign languages.

The stated goals and objectives determined the direction of research of the problem and the structure of the thesis, consisting of an introduction, two chapters, a conclusion and a list of used literature.

Each period in the development of a student's personality is a qualitatively unique stage in the formation of an individual. This peculiarity was emphasized by the Russian psychologist L.S. Vygotsky, when he compared the development of a child with the transformation of a caterpillar into a pupa, and a pupa into a butterfly.

The effectiveness of teaching a foreign language at school, in this regard, depends to a greater extent on how the methods and techniques used by the teacher are focused on the age characteristics of students.

However, the age-related development of a child cannot be represented as a gradual increase in his abilities. A foreign language teacher needs to know the strengths and weaknesses of each age among his students, and most importantly, setting feasible tasks for the student, fully use all the potential opportunities of this period of development in him.

The inner developing essence of the cognition process can be expressed using the following hierarchy of levels of development of the joint learning activity of the teacher and students.

1. Explanatory and informative (information is communicated in a ready-made form) - the lowest level of teaching, causes the reproductive activity of students (the learning process takes place according to the method of performing tasks according to ready-made samples).

2. A higher level of teacher management instructing encourages the student to semi-independent activity (with extensive use of reference points and supports).

3. The stimulating and directing level of the teacher's activity causes the independent and creative activity of students (without the use of supports).

IV.   RESULT

One of the successful factors that ensure the development of cognitive activity in mastering a foreign language is the purposeful and consistent development of students' foreign language abilities. Naturally, each student is a person with individual characteristics and a process of mental development that differs

from other individuals. Observations of educational literature allow us to assert that an individual approach to each student in the learning process, as a learning strategy, is not incorporated into existing textbooks and programs in foreign languages. Therefore, the teacher is forced to apply individualized teaching in his practice in order to develop the ability to learn the national language. Since we are talking about abilities as the basis for the development of cognitive activity and activity, it is necessary to consider the scientific definition of abilities as a concept and what features human abilities have in the process of cognition.

In psychology, three features are defined, which consist in the concept of ability.

1. Abilities are understood as individual psychological characteristics that distinguish one person from another. Naturally, no one will be able to talk about abilities where we are talking about properties in relation to which all people are equal.

2. Abilities are not called any generally individual characteristics, but only those that are related to the performance of any activity or many activities.

3. The concept of ability is not limited to those knowledge, skills and abilities that have already been developed by a given person.

According to the first sign, abilities are one of the objects that guide teachers in an individual approach to students: students with qualities that ensure the ease and speed of acquiring knowledge and developing skills and abilities need these differences to be noticed, realized by the teacher and become for him a guide to action.

The second sign of ability testifies to the importance of these qualities for the student's progressive movement in educational activities. The process of development of cognitive activity occurs not only with the help of mental determinants, it is also influenced by such factors as will and learning motivation. Goals, personality attitudes, emotions, and personal learning needs are also strong catalysts for this process.

It should be borne in mind that the zones of proximal development are different for different students of the same class. One student is able to complete the proposed task, and the other moment to solve it after a certain period of time (i.e., after two, three months, and maybe more). Therefore, the fourth requirement for the target side of the lesson is to take into account the individual capabilities of students. Within the framework of the lesson, the goal is determined and the task is set, the accounting of which is the fifth requirement of the target side of the modern lesson.

Let's take a closer look at this. The goal is the ideally planned result of the activity.

Lesson objectives are specific educational actions, through the implementation of which students move towards the goal and a real final result is achieved.

The goal and objectives should be clearly defined and clearly articulated. When forming goals and objectives, the specificity of the content of the concepts "practical goal", "educational goal", "educational goal" and the specificity of educational material are taken into account; connection of the lesson, both with the previous and with subsequent lessons; the place of the lesson in the schedule of the school day; gender and age characteristics of students.

In the methodology of teaching foreign languages, it is customary to divide the methods of developing students' activity into two main groups: the activation of the cognitive activity of students and the activation of the linguistic behavior of students in the lesson. In fact, at each lesson of a foreign language, the teacher uses the techniques of both the first and the second group of the above-mentioned features of the organization of students' cognitive activity.

Let us consider a number of features of enhancing the cognitive activity of older adolescents.

First of all, students should perceive the importance of each step in educational exercises for the development of their cognitive activity and the ability to use foreign language speech. For this purpose, the following sequence of work on the text of the textbook is proposed.

1) Reading a text from a textbook, the student should know that he is about to retell it and psychologically he should be aware of what is coming.

Grammatical forms and lexical combinations that are difficult to reproduce and transmit in an indirect way must be analyzed in such a way that the elements that will be included in the forthcoming retelling are highlighted.

For example, for students the turn of speech could sound in the analysis: Not had done his work by the time we came; or to be held; about a meeting etc.

By analyzing these and other elements, the teacher removes certain difficulties for students and creates an incentive for activity for the next lesson.

2) Using the list of elements required for the upcoming retelling, in the next lesson, students translate sentences from their native language into English.

The methodological technique achieves an effect if the keywords are written on the blackboard, and the teacher reads sentences in their native language, if the elements of the text that are fully reproduced by

the students in the retelling were mastered in the previous lesson and during home preparation, then success can be considered achieved.

3) the development of oral speech skills must be carried out on the basis of preparatory exercises. The pace of reproductive work provides interest, and the attention of students prepares them for the upcoming cycle of work on the next text. The development of cognitive activity is also facilitated by exercises built on the material of intra-lingual relationships. For example, the combination at the station joins in the student's memory a number of homogeneous combinations: at school; at the Sectary; at home etc.

Further, exercises are performed to overcome difficulties in English speech when students use the Past indefinite and present perfect forms, even when they have mastered the corresponding rules. In this regard, it is advisable to carry out work on correlating situations with the original sample. For example, I have played tennis, yesterday (this week), I played tennis yesterday (this week).

In this case, the situations are given by the teacher in Russian and each of the examples in the form of sentences corresponds to the above samples I and II.

Students' attention is focused on the problem of the relationship between the sample and the situation.

The most important means of developing the activity of the student's linguistic behavior are:

a) ensuring the pace of training work;

b) speed of speech reaction;

c) readiness for a speech reaction;

d) multiplicity of speech reactions;

e) the unity of the stereotype and novelty of speech action.

With all this, the activity of linguistic behavior is provided by:

First, by requiring the student to reproduce a sentence, first in slow motion, and then at a normal pace, with the repetition of this technique several times.

Secondly, the required tempo is ensured by the convergence of lexical variants with the lexical content of the same grammatical structure.

For example, when substituting work according to the structure "I am going to ...", the substituted words can be selected from a number of easily correlated units, which practically removes lexical difficulties. Students' attention is focused on tempo and intonation, which in turn promotes student activity.

As soon as the difficulties of tempo and intonation with a given lexical material are overcome, it is possible, by complicating the substituted units, to give students new additional difficulties and thereby prevent the extinction of activity.

This partial substitution of substituted units can be done many times while working on the same grammatical structure. Moreover, the development of activity in teaching English in the classroom can be ensured by accelerating the speech reaction of students. This is achieved by organizing competition in the lesson. It is necessary that the speed of speech reaction becomes the subject of a kind of competition among students.

For example, a teacher expects students to respond to their student response requirements: give the English for ...? What is the Russian for ...? Translate into English the sentence ...... give another variant; Repeat the Sentence, etc.

The speed of speech reaction is not only a means of activating students in the lesson, but also a way of education and consolidation of the necessary speech skills. It should be noted that when training the speed of speech reaction, incentive sentences help.

Each student should be in a state of constant readiness for speech response. This state is usually facilitated by frontal work, performed without a specific sequence of calling students. The required speech reactions of one kind must alternate without a definite sequence with speech reactions of another kind.

The verbal reaction from time to time should alternate with non-verbal reactions, for example, following the teacher's commands:

Translate the next sentence into Russian; He is sitting at the table.

- and what am I doing now?

- you are satiny at the desk.

- non come up to be door ... well.

What is Petrov doing now?

She is going to the door... и т.д.

It should be noted that the predominance of frontal work in the classroom leads to the assigned activation of students, where each student has time to speak English.

To ensure the multiplicity of speech reactions, which determines the development of activity, the following forms of work in the classroom exist and can be recommended.

First, the choral pronunciation of certain sentences, or the repetition of sentences uttered by the teacher or one of the students, or the training of a certain reaction.

Second, the general repetition in an undertone of all sentences spoken by the teacher or by the students being interviewed. This form of work provides an opportunity for articulation training.

Here are some exercises from the practice of teaching English. In the exercises, the goal was to develop the cognitive speech activity of students on the material of new vocabulary.

1. Imitative conditional speech exercises. Condition. Confirm if this is actually the case. T. Children line to read adventure novels.

P. You are right. Children line to read adventure novels.

T. The author of the novel "St. John's Wort" is D.F. Cooper.

P. You are right. The author of the novel "St. John's Wort" is D.F. Cooper, etc.

2. Substitutional conditional speech exercises.

Condition. Refute my opinion if this is not the case.

T. Nick likes to read books on aret.

P. No, you are wrong. Nick likes to read adventure novels.

T. Mark twain wrote books on history.

P. No, you are wrong. Mark twain wrote adventure novels, etc.

3. Transformational conditional speech exercises.

Condition. Say that you are going to do what your friend has already done to you (if, of course, you have such an intention).

T. Nick had read the adventure novel The Adventures of Tom Sawyer by Mark Twain.

P. I am going to read the adventure novel "The Adventures of Tom Sawyer" by Mark Twain.

T. Pete had read the novel "St. John's Wort" by D.F.Cooper.

P. I want to read the novel "St. John's Wort" by D.F.Cooper.

4. Reproductive exercise.

Condition. Tell us about a book you recently read. P. I have read a very interesting book. It is the adventure novel "St. John's Wort" by D.F.Cooper. The novel is very popular with children.

It should be noted here that the above set of conditional speech exercises fully reflect the structure of samples designed for the development of cognitive activity when students master English.

Each of the given 4 types of conditional speech exercises could be expanded, continued on the lexical material of the middle stage, but for the presentation of a methodological approach to their compilation, the given limits of exercises seem to be sufficient when it comes to the development of cognitive activity of students of the middle stage of education, it is necessary to remember about the impact and intervention of a working teacher not only in the details of the lesson frontal work, but also in other types of pedagogical activity that need activation and which develop the cognitive activity of students.

V. CONCLUSION

Thus, the development of foreign language abilities in the learning process not only contributes to the simple assimilation of educational foreign language material presented in the classroom, but is also considered as the basis of cognitive activity in mastering foreign language speech skills.

1. The most important condition for enhancing the cognitive and speech activity of schoolchildren is the setting of communicative tasks for them, the methods of which they do not know in advance.

2. Communication tasks for students must have the initial knowledge and skills in order to search for the results of the assignment and the way to complete it, overcoming certain difficulties.

3. The main indicator of a student's entry into a new period of age-related development is the change in the activity in the course of which his mental development is carried out, mental neoplasms appear.

4. The learning activity of students at the middle stage in teaching a foreign language can be represented as a period of solving perceptual-mental and formal-grammatical problems.

5. The attitude towards independent thinking leads students to a qualitatively new level of development of students' cognitive activity.

6. Developing is such training in the process of mastering a foreign language, which also presupposes the all-round development of thinking, memory of the imagination and other cognitive mental processes of harmonious development.

These types of work of the pedagogical process in teaching a foreign language include the organization of independent work of students, its activation, various aspects of the student's independent activity, his self-organization, self-government, self-control and the teacher's direct influence on all types of this activity.

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