

ACTIVIZATION OF STUDENTS' COGNITIVE ACTIVITY IN FOREIGN LANGUAGE CLASSES

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Abstract: The article deals with various methods of activating the cognitive activity of students. The use of interactive technologies is demonstrated in foreign language classes. The article shows the stimulation of cognitive interest of students using various forms of individual work. The levels of development of students' cognitive activity are determined, which makes it possible to diagnose and manage the activities of students focused on the educational process. To achieve this goal, various traditional pedagogical technologies are used, adapted, and innovative teaching methods are created. The performed analysis suggests how the teacher achieves his goal with the help of modern developing pedagogical technologies and active teaching methods. A future specialist needs training in the practical acquisition of a foreign language. The article considers the conditions that help to develop the thinking system in a foreign language as one of the methods of increasing cognitive activity, and the methodological aspects of successful discussion. Ways to encourage students to express their thoughts in a foreign language are considered. As a result of the use of interactive technologies, students' interest and motivation in learning increases.

Key words: *activization of cognitive activity, interactive technologies, active teaching methods, project method, personality-oriented approach, competence approach, cognitive competence, individualization and differentiation of teaching, multimedia programs, pedagogical technologies and active teaching methods.*

Introduction. The main task in teaching foreign language to students – future professionals is communication in the professional field, that is, practical knowledge of a foreign language.

The communicative competence of a foreign language includes the following various components: linguistic, speech, compensatory, socio-cultural, educational and cognitive. In teaching a foreign language, these components and the formation of intercultural competence, as well as the education and development of the student's personality, are one of the important goals. The ability to think in a foreign language is one of the most difficult problems in the overall theory of foreign language acquisition. The following favorable conditions should be included for the development of the thinking system in a foreign language:

- using a meaningful and effective view;
- ensuring careful selection and repetition of language material;
- constant exercises in listening, speaking and reading;
- when introducing the language material, referring to the mother tongue when necessary and avoiding it in the next lessons;

- training trainees to normal communication speed;
- formation of listeners' attitude to the use of untranslated speech.

The following modern methods are effectively used for the formation of individual qualities and positive motivation in foreign language teaching, for example, cooperative teaching, project methods using information and communication technologies, etc.

Research methodology. Teaching language as a means of communication includes all aspects of this complex problem – communication etiquette, idiomatics, reduction of oral speech, teaching communication taking into account socio-cultural aspects of oral speech, not only internal lexical-grammatical, but also external phonetic form of the sentence. There is a problem of teaching adults, students, people with non-philological and non-humanitarian education with long and not always successful experience in learning a foreign language. It is necessary to take into account certain difficulties for students of this category, in particular: limitation of study time, gender characteristics, cognitive method [1]. Thus, this problem should be recognized and understood as qualitatively new in terms of the purpose and content of education, the choice of tools and methods.

The main task of the teacher is to choose specific teaching methods that meet the goals and tasks to increase the knowledge activity of students during the training process, to develop the interest, creativity, and activity of students.

One of the ways to increase students' knowledge activity in class is discussion. When discussing a controversial issue, different points of view are considered, communication skills are taught, and learning material is explored in depth. Discussion includes active participation of students, creative approach to problem solving, ability to defend their point of view, as well as positive cooperation with each other in the communication process. We believe that it is appropriate to organize prepared discussions. During the preparatory process, students activate their existing knowledge on this topic, get acquainted with new language units, specific structures, and learn speech skills. All of these things help build relationships in the classroom. Students use certain forms of speech (agreement/disagreement, resources, etc.), work more consciously with the subject of the lesson, defend their opinions.

It should be particularly noted that each student has his own level of knowledge in science, his inclinations, different abilities. All this is certainly taken into account in the educational process. It is known that a foreign language has opportunities for personal development. This implies the ability to perceive each language as a unique phenomenon, taking into account its socio-cultural value, the ability to learn the specific features of the spiritual culture of the people who speak this language with the help of language. Also, the student gets satisfaction from expressing his thoughts and feelings with the help of a foreign language, communicating with other carriers of thoughts and worldviews, thinking through speech statements and defending his position in the studied language.

For this, it is necessary to use a student-centered approach, which is closely related to the individualization and differentiation of education [2]. In applying this approach, the following modernized pedagogical technologies should be used, for example, the project method, new information and communication technologies, the use of Internet resources, and collaborative teaching.

In foreign language classes, didactic tasks such as formation of skills and competencies in reading are solved with the help of Internet resources using materials of the global network. In order to further accelerate the process of forming students' lexical competence, it is necessary to use various information and communication technologies, audio-visual and visual teaching tools.

All this significantly accelerates the process of mastering a foreign language, stimulates the development of interest in students.

For this purpose, there are special computer training programs that help to develop various types of speech activity, learn grammatical material and better understand various language phenomena. With their help, language and speech acts are automated in foreign language communication [3].

- *the use of various multimedia programs makes the interactive educational process more interesting and informative. The following points can be distinguished:*
- *educational material becomes more colorful through the use of multimedia opportunities;*
- *social networks should be used to increase students' motivation during the educational process;*
- *to encourage independent cognitive activity, we suggest the use of forum technology, which helps to involve students in the learning process;*
- *formation of students' skills of obtaining the necessary information, analyzing and synthesizing it, teaching using the Internet is used;*
- *use of special services during the teaching process is possible not only during the lesson, but also outside the classroom, students are supported, the educational space is expanded.*

New pedagogical methods and technologies are more widely used using social networks. The use of active methods of teaching in the course of classes leads to the increase of students' interest, creativity, mental and knowledge activity. These methods are divided into:

- *game methods (these include role-playing and business games, various situations and dramatization),*
- *non-game methods (including presentations, projects, etc.).*

Let's consider the method of projects that contribute to the development of the cognitive function of students. Projects usually play a major role in maintaining and developing students' cognitive interest in foreign language classes at university. It should be a creative, experimental, research task that forms a stable cognitive interest in the subject being studied [4].

Using this method develops independence, initiative, students acquire research skills. The effectiveness of project technologies is that students learn to independently find the necessary material and use the information obtained to solve cognitive and practical problems [5]. A project is a student's creative, independent work, but directly supervised by the teacher. This requires the student to master a large amount of knowledge on the subject being studied, as well as to acquire various skills: creative, communicative, intellectual. In the process of solving any problem, students should use the skills of diagnosing the problem, analyzing it, formulating goals and objectives, finding and evaluating information, planning and implementing their actions aimed at achieving the set goals. Students' creative abilities develop in the process of working on a project, and this is a certain indicator of the level of communication in a foreign language.

Problematic tasks for analysis, synthesis, search, discussion, interpretation of various cases of intercultural interaction help to activate the cognitive activity of students. With each stage of training, the problematic nature of the tasks should become more complex. The following different tasks can be used in the classroom: role plays that use specific communication depending on the situation, cognitive search and cognitive research tasks, as well as preparing a project or presentation. Such tasks must take into account the different age characteristics of students' cognitive development, research skills in selecting and systematizing the necessary material, and the ability to synthesize and analyze the information found. Within each academic year, the level of independence and problem tasks should increase [6].

In order to determine the level of development of students' cognitive activity, certain indicators and criteria are taken into account in the management of student activities focused on the educational process.

Indicators of professional cognitive activity according to emotional and volitional criteria, in our opinion, in the process of acquiring knowledge and methods of professional activity, implies joy, enthusiasm, perseverance, determination, self-esteem, mobilization of physical and mental forces, their practical use. Indicators of the criteria of the student's cognitive qualities: curiosity, willfulness, correctness, independence, determination, concentration, intellectual initiative, need for knowledge, concentration, determination to overcome difficulties [7].

The indicators of the professional criterion can be solving professional tasks in practice, participating in scientific research, participating in professional competitions and other events, and searching for additional information [8]. The levels of the student's professional and cognitive activity are the ability and desire to learn, many ways to master the future profession. Developed criteria and indicators of professional and cognitive activity can determine low, medium and high levels of cognitive development.

A low level includes the first moments of the manifestation of a positive attitude to study and work; lack of interest in the chosen profession; positive motivation is not formed, activity is shown on demand; knowledge is disorganized and skills fragmented. The student solves tasks of a reproductive nature independently.

A medium level is manifested in the manifestation of constant interest in the future profession and the process of acquiring knowledge; The desire to seek such activity is manifested, in particular, in the formulation of questions; the student has knowledge at the level of operational concepts; basic skills are formed. Emotional and volitional qualities such as hard work and responsibility prevail.

A high level is determined by the fact that the student's activity is characterized by a stable internal need to become a professional and develop his own activity style; priority is given to the process of independent learning, the ability to apply this knowledge in practice to achieve high results in professional development. The student has the skills of intellectual work culture, his independent and independent professional and educational activities are characterized by enthusiasm, initiative, enthusiasm, perseverance, creativity [9].

Cognitive interest is manifested in various modifications in the educational process: as a learning tool; as motivation for learning; as stable traits, as personality traits. Like any personality trait, the formation, strengthening and development of cognitive interest occurs in the process of activity [10].

The basis of the development of students' cognitive interests is the systematic acquisition of knowledge in various subjects, the acquisition and improvement of cognitive activity skills, and the transformation of goals set by society into student activity motives [11].

In our opinion, the main role of the teacher in the formation and development of students' interest in learning is the organization of students' activities. The main task of the teacher is to form and develop cognitive interest as a stable motive of cognitive activity that forms a strong foundation, personal direction and attitude to education, cultural wealth of the student.

The teacher should create favorable conditions for the development of students' cognitive interest. So, organize the students' work in such a way that they have a need for independent activity, new questions arise in them, new opportunities for learning are opened, so that they are motivated to further self-education. However, for this, the teacher must determine the level of cognitive interest of students and plan further work to develop this interest using different teaching methods.

Such tasks can be questions, essays, experimental tasks, conversations, observations, educational experiments; studying students using a synthesis of research methods: experiment, observation, studying the products of cognitive activity of experimental tasks, etc.

After determining the level of cognitive interest of students (as we mentioned above, there are three levels: high, medium, low), the teacher can plan further work on the development of cognitive interest. Students who attend foreign language classes in higher education institutions, as a rule, have a high level of cognitive interest, because they see the practical value of the lessons, that is, when students have the opportunity to travel, study in the countries of the language being studied. they will work in universities, different countries, etc. In the modern world, it is difficult to imagine a highly qualified specialist who does not know at least one foreign language, therefore, teaching and cognitive interest in any foreign language is constantly increasing. The high level of students' interest in knowledge is characterized by the following features:

- 1) *spontaneous cognitive activity;*
- 2) *interest in the essence of topics: striving to understand their important connections and laws, the basic structure of the studied language;*
- 3) *active and interested performance of individual/independent work;*
- 4) *desire to overcome difficulties in complex issues;*
- 5) *ratio of interest and inclination.*

Thus, students with great and constant interest (high level) will be more active in the learning process. This is demonstrated by their asking questions, volunteering and adding to other students' responses; they are easily attracted to the frontal type of work (teacher-oriented); they prefer more complex learning activities (research, creative); actively seeks the necessary information, that is, they independently seek to expand their horizons; use their free time to learn a foreign language. Such students are easy to work with and their high level of cognitive interest encourages the teacher to maintain and stimulate cognitive interest through active creative cognitive activities.

Analysis and results. It is possible to stimulate cognitive interest with the help of various forms of individual work of students: use of a problem-based research approach (introduction of scientific methods); with the help of creative work (puzzles, creating stories, individual and collective lectures, writing essays), writing tasks, etc. The uniqueness of the educational material, the analysis of the practical role of knowledge, and the demonstration of modern achievements of science stimulate the educational process that arouses the interest of students in foreign language classes in higher educational institutions.

In practical training, there are certain incentives that arise from the teacher-student relationship. This is the emotional tone of student activity (how the teacher supports the intellectual mood of students, joint activity, business and energetic tone); reliable relationship style; educational optimism; trusting the cognitive interests of the listeners; support of teachers' initiatives by students; competition; encouragement and affirmation.

Teaching methods also stimulate cognitive interest. The knowledge gained in lectures and seminars is reinforced in conferences, in writing articles and lectures, in creative tests as one of the general forms of science assessment.

Interactive forms of education are also of great importance in increasing students' knowledge activity. They help expand previously acquired knowledge, develop imagination, and reduce student fatigue. The most effective way to maintain and increase interest is a combination of different methods and forms during training.

The university uses various interactive technologies to increase students' cognitive interest and motivation in learning a foreign language. With the help of such technologies, skills and competences such as interpersonal relations, public speaking and discussion are formed in foreign language classes. Students' social and communicative experience, communication and mutual evaluation experience, awareness of the studied material, general worldview, understanding of the need to find the right material, filling the gap in any field of knowledge are increasing. That is, the student's need for self-development and cognitive activity is formed. It is the task of the teacher to encourage students to strive for self-development.

Conclusions and suggestions. Thus, we believe that it is an extremely important task to develop students' knowledge interests in foreign language classes at higher educational institutions. Education as a cognitive interest, which has a complex structure and is a unity of intellectual, volitional and emotional characteristics, constitutes the entire educational process. It is impossible to plan and organize a lesson without taking into account and understanding the specific characteristics of students' interest and activity. In the lesson, the following processes are strengthened: thinking (there is a desire to search, guess, research), the speed of mental activity. Independent thinking is activated in the process of solving tasks, as well as searching for more efficient and rational ways of solving them. Due to the fact that students' cognitive interest is formed and strengthened in educational and cognitive activities, it is necessary to constantly develop, stimulate and maintain its high level using various forms and methods aimed at introducing scientific knowledge and developing creative abilities in foreign language classes at the university. potential. This is the reason for students' success, interest in mastering communication in a foreign language, and the activation of their cognitive activity.

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