

DOI 10.51582/interconf.21-22.11.2021.012

**Zaskaleta S.**

ORCID ID: 0000-0001-5384-5806

Doctor of Science in Pedagogy,  
Professor of English Language and Literature Department,  
Mykolaiv V. O. Sukhomlynskyi National University, Ukraine

**Smuhliakova M.**

ORCID ID: 0000-0001-9998-9346

senior lecturer  
Department of Modern Languages  
Admiral Makarov National University of Shipbuilding, Ukraine

## **ACTIVIZATION OF INDEPENDENT COGNITIVE ACTIVITIES OF STUDENTS IN FOREIGN LANGUAGE CLASSES**

***Abstract.** The article is devoted to the problem of activization of independent cognitive activities of students in foreign language classes. The contradiction between the requirements for a modern specialist and his level of readiness for professional activity is determined. One of the ways of solving this problem is to improve the organization of independent cognitive activity of students in classes with a foreign language. The important role of independent cognitive activity of students in foreign language classes is determined.*

***Keywords:** organization, cognitive activity, independent cognitive activity, professional activity, modernization, implementation*

**Formulation of the problem.** One of the conditions for successful professional activities of a specialist is the possession of at least one of the foreign languages as a means of professional-oriented intercultural communication. Under these conditions, the issue of activating the independent cognitive activity of students by means of a foreign language is actualized. At the legislative level, the directions of the use of foreign languages by the applicants of higher education are outlined. The Law of Ukraine "On Education" states that one or more disciplines in two or more languages (in the official language, in English, in other official

languages of the European Union) can be taught in educational establishments in accordance with the educational program. The following spheres of use of foreign language are defined [5]:

- international cooperation in the education system;
- participation in international studies on the quality of education;
- International Academic Mobility.

**Analysis of recent research and publications.** Conceptual bases of modernization of professional training of specialists are disclosed in the works of V.P. Andrushchenko [1], A.I. Boyko [2], B. Yevtuha [3], V. Zhuravsky [4], V.G. Kremen [7], N.G. Nychkalo [8], V.O. Ognev'yuk [9], S.O. Sysoeva [10] and others. The intensification of the study of foreign languages by students and young scientists is facilitated by the program of bilateral and multilateral international exchange of educational, pedagogical, scientific, pedagogical and scientific workers, envisaging [5]:

- implementation of the right of participants in the educational process to international academic mobility;
- development of joint educational and scientific programs with foreign educational institutions, scientific institutions, organizations;
- involvement of foreigners in education and training in Ukrainian educational institutions.

It is worth noting that the Concept of the organization of masters training in Ukraine (order № 99 from 10.02.1010) Identified a number of conditions for admission to the magistracy, among which there is one of the international certificates of knowledge of a foreign language with the established higher educational institution with a minimum rating (on the transitional the stage instead of the certificate assumes an introductory test in a foreign language, which is already provided for in the Conditions of admission to higher educational establishments, approved by the order of the Ministry of Education and Science of Ukraine of September 18, 2009 No. 873) [6].

### **Unsolved aspects of the problem.**

The contradiction between the requirements of a specialist in modern

conditions and the level of readiness of students for professional activity, between the need for specialists with a foreign language and the facilities of education to meet this need, requires a qualitatively new relationship between the subjects of pedagogical activity.

Consequently, the professional training of a specialist who is able to work independently and creatively in modern conditions, to be competitive in the international labor market, which involves knowledge of a foreign language, is the main goal of the pedagogical process. One of the ways to solve this problem is to organize an independent cognitive activity of students in foreign language classes.

**The purpose of the article.** One of the means of solving these contradictions is to improve the organization of independent cognitive activity of students in classes in a foreign language. Understanding the essence of independent cognitive activity, the term "organization" makes it possible to formulate the definition of "organization of independent cognitive activity of students" as a system of joint actions of the teacher and student, which is aimed at implementing the cognitive cycle of each student, in the process of which an active determinant role is performed by students [6]. This definition combines a systematic approach to organizing an independent cognitive activity of students with the specifics of the latter, the specific goal and tasks that students face in their foreign language lessons, with their individual capabilities. The analysis of the effectiveness of the organization of educational and cognitive activities of students in foreign language classes suggests that traditional methods of teaching do not provide satisfactory results and do not always stimulate autonomy, activity and creativity. In the process of source analysis among other indicators, the frequency of questioning was determined [6]:

- the need to improve the organization of independent cognitive activity of students;
- strengthening the creative component of the educational process;
- broadening the subject and improving the quality of student research work;
- transfer of students to an individual curriculum;
- detection of talented students;
- improvement of the organization, management, control and evaluation of

students' independent work.

Independent cognitive activity of students is activated in the process of studying educational disciplines. However, the formation of knowledge, skills and skills from the subject, studied as an independent component of cognitive activity, is defined relatively recently. Scope of the realization of cognitive activity - educational activity in the class on a particular subject, in the process of teaching which the teacher forms. The basis of organization of independent cognitive activity of students in classes in a foreign language is the system of motives. This system comes from a cognitive need. The latter is a subjective reflection of the objective need of society in knowledge, the needs of man in the functioning of those aspects of the psyche, through which knowledge takes place (M.I. Dyachenko, L.O. Kandybovich). The need for knowledge, in the knowledge of the reality surrounding it, is one of the main spiritual or cultural needs (M.O. Golubeva). To determine the motives for learning a foreign language, it is important, first of all, to determine what needs can be met by mastering a foreign language. Among these needs are the following:

- the need for communication in a foreign environment;
- the need for communication in a professional environment;
- need to receive information;
- the need for a deeper knowledge of reality;
- the need for aesthetic experience of figurative and conceptual richness of the word.

An important reserve for the development of autonomy and activity of students is to take into account the peculiarities of the most independent cognitive activity in classes from a foreign language, depending on the chosen specialty. Taking into account the characteristic features of cognitive activity of students of a particular specialty can reveal additional means of forming students an active and creative approach both for their professional training and for the study of a foreign language. The basis of the foreign language course are the following provisions [6]:

- mastering a foreign language is one of the most important components of professional training of a modern specialist;

- professionally oriented character of the course of a foreign language, therefore its tasks are determined, first of all, by the communicative and professional needs of specialists of the corresponding profile;

- student and teacher are active participants in the educational process;

- the student is not only the subject of study, but also its subject, and therefore has the right to independently solve a number of issues: the inclusion in an individual plan of an optional course in a foreign language, the choice of materials for independent work, etc.

In the methodological plan activization of independent work is connected with the culture of educational activities of students, the culture of their intellectual work. Independent work is a special form of cognitive activity, the degree of improvement of which depends on the level of culture of mental work. Hence, for the effectiveness of managing the independent work of students, the issue of raising the culture of their mental work is of particular importance. The level of the latter causes, to a large extent, the success of independent cognitive activity of students, improving the quality of their training in the process of independent work. In order to help students master the methods of educational work, it is possible to introduce a special course "Independent work of students". Ways of activating independent cognitive activity of students in foreign language classes [6]:

- development of a system of multilevel tasks for independent work, which is based on a change in the nature of the cognitive problem from reproductive to creative;

- improvement of the content of the tasks and, at the same time, increase of the part of independent knowledge of the student in the process of his cognitive activity;

- motivational approximation of the process of fulfilling the cognitive task with self-education activities;

- reduction of control by the teacher by independent work of the student.

As a result of the transition of the student to the system of complicated tasks, his ability to solve educational problems is formed, the character of the teacher-student interaction changes, and the level of organization of their independent cognitive activity increases. The complex of measures for the organization of

independent cognitive activity of students in classes in a foreign language allows [6]:

- ensure the continuity of student and non-audiences' independent work;
- to intensify independent work of students;
- to dismiss the teacher as much as possible, allowing to allocate time for advisory work;- to differentiate and individualize;
- to teach students to organize cognitive activity;
- it is more efficient to manage the learning process as a whole through additional direct and feedback.

**Conclusions and suggestions.** Consequently, the scientific problem of activating the independent cognitive activity of students in foreign language classes and their role in modernizing higher education has a priority, applies to fundamental research, since its solution lays the fundamental foundations for ensuring the development of the socio-economic system of society. The effectiveness of independent cognitive activity of students is conditioned by its organization. An organization is a dynamic process in which the student's activity is in, and the management of the teacher, where the relevant relationship is created. The basis of the organization of an effective learning process should be the principle of activity and independence in student learning. The general organizational skills of students should be developed. The effectiveness of the organization of cognitive activity of students is determined by the level of personal readiness of the student to acquire knowledge. It is necessary to differentiate the levels of personal readiness of students to master the knowledge and take into account the didactic conditions and relations that are formed between the teacher and the student and the individual abilities and interests of students. The complex nature of organizational measures for the organization of independent cognitive activity of students involves the definition of the main in its developing meanings of techniques. These include:

- the use of teacher methodical methods for organizing independent work of students in classes in a foreign language;
- organization of situations of collective decision of tasks, discussion and discussion of results;

– conducting at the initial stage of study at the institution of higher education a cycle of training courses at a specially developed course "Organization of an independent student work";

– development of criteria for the effectiveness of the organization of independent cognitive activity of students in classes in a foreign language.

#### References:

1. Андрущенко В.П. Модернізація освіти: політика і практика // Педагогіка і психологія. – 2002. - № 3.- С.12-15.
2. Бойко А.І. Філософія модернізації освіти в системі ринкових трансформацій: світоглядно-філософський аналіз. – К.: знання України, 2009.- 379 с.
3. Євтух Б. Модернізація вищої школи // Педагогічна газета. – 2002.-№ 4. – С.2.
4. В. Журавський Проблеми модернізації освіти України в контексті Болонського процесу // Освіта України. – 2004.- № 16. – С.1-2.
5. Закон України "Про освіту". Електронний ресурс. Режим доступу: <https://ru.osvita.ua/legislation/law/2231/>
6. Заскалета С.Г. Організація самостійної пізнавальної діяльності студентів сільськогосподарського інституту (за матеріалами вивчення іноземних мов). Автореферат дисс. кандидата пед.наук.: 13.00.04 / ІПППО АПН України. – К., 2000.- 20 с.
7. Концепція організації підготовки магістрів в Україні (наказ № 99 від 1002.1010 р.). Електронний ресурс. Режим доступу: [http://osvita.ua/legislation/Vishya\\_osvita/6670/](http://osvita.ua/legislation/Vishya_osvita/6670/)
8. Кремень В.Г. Філософія національної ідеї. Людина. Освіта. Соціум / В.Г. Кремень.- К.: Грамота. 2007. – 576 с.
9. Ничкало Н.Г. Ринок праці і проблема модернізації підготовки кваліфікованих ратників // Професійно-технічна освіта. – 2004. - № 1. С.4-12.
10. Огнев'юк В.О. Філософія освіти в структурі наукових досліджень феномену освіти / В. Огнев'юк // Шлях освіти. - № 2. – 2009. – С. 2 – 6.
11. Сисоєва С.О. Освіта в сучасному світі // Освітологія – науковий напрям інтегрованого пізнання освіти : матер. Всеукр.наук.-практ.конф., 15 груд. 2010 р. - К. : Київ. ун.-т ім. Б.Грінченка, 2010. – 192 с.