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FOREIGN LANGUAGE AS A TOOL OF COGNITIVE AND PROFESSIONAL ACTIVITY

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Annotation: The main teaching methods within the framework of the sociocultural educational model are interactive. Educational technologies used in the educational process at different stages of training are distinguished by creativity, improvisation, authentic communication in the target language and create favorable conditions for innovative and creative activities of students.

Key words: foreign language communicative competence; pedagogical technology; metasubject and subject results; foreign language education and intercultural communication.

Formation of foreign language communicative competence among students, i.e. the ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers is the goal of learning a foreign language.

To influence the processes of development, education and upbringing of a student, pedagogical technology is needed: a set of special forms, methods, methods, techniques of teaching and upbringing, systematically used in the educational process, based on the declared psychological and pedagogical attitudes.

A foreign language teacher faces new challenges:

- to involve each student in an active cognitive process in the target language, that is, not in the process of passive mastery of language knowledge, speech skills and abilities, but in active communicative-cognitive, research, and creative activity;
- to create conditions for the conscious application by each student in practice of the acquired knowledge, skills and abilities;

- to provide students with the opportunity to work together, in cooperation in solving various problems, as well as free access to the necessary information in order to use it in their own statements.

In the foreign language classes, the following technologies are used today: personality-oriented, developmental learning technologies, gaming, computer learning technologies, explanatory and illustrative learning, creative development. In order to interest the student, relieve the stress from the lesson and make the lesson fun, it is recommended to use work with presentations and short video clips when studying various topics [1, p.15-20].

At the end of the study of the discipline, students have the following personal, intersubject and subject results, to name just a few of them. They have an idea of the multicultural world, they are friendly to speakers of another language, to representatives of other cultures, interact with others, independently determine and formulate educational goals, deepen the motivation of the educational process, conduct an elementary etiquette dialogue, know how to talk about themselves, family, friend, describe subject, situation, know the writing technique, know the phonetics of a foreign language.

To achieve results in foreign language classes, they also use the technology of effective speech activity, reflexive and modular training, actively use the technology of forming independent cognitive activity, technologies of collective creativity and technologies of explanatory and illustrative teaching.

The use of gaming technologies is designed to form the ability to solve problems on the basis of a competent choice of alternative options: entertaining, theatrical, business, imitation role-playing games.

Information and computer technologies implement a computer learning system based on the "student-machine" dialogue with the help of various types of training programs (information, control).

With the use of interactive technology, the learning process is carried out in conditions of constant, active interaction of all students. The student and the teacher are equal subjects of learning: learning takes place in the interaction of all students, including the teacher.

The main emphasis in teaching foreign languages today is placed on the development of communications, on a person's ability to communicate, on mastering a language in the process of communication. An important role is played by the teacher's ability to interest students in the upcoming work, to create a situation that stimulates speech-thinking activity, in which the student wants to express himself on the topic, take part in the discussion, and clarify the details. The game activates imagination and memory, life experience, which gives the process of communication an emotional character. The effectiveness of teaching here is primarily due to an explosion of motivation, an increase in interest in the subject. Role play motivates speech activity, as students find themselves in a situation where it is necessary to say something, ask, find out, clarify, prove, share something with the interlocutor. Thus, the focus is on the content of the conversation, which in itself is a positive factor. Pupils are convinced that they are learning a language that can be communicated [2, p.223-241..

Training technologies as a system of students' activity of intellectual development and communication help in the development of certain algorithms for solving problems and tasks. Finally, dialogic technologies represent a form of organization and method. At certain stages of training, an oral monologue statement is prepared according to the proposed plan using lexical and semantic fields.

The use of the technology of explanatory and illustrative teaching is a versatility and abundance of information, a rich use of visualization and technical teaching aids that provide fast and lasting assimilation of information and mastery of ways of practical actions. learning based on interactive thinking in interacting systems "student-student", "teacher-student", etc.

The value-semantic content of the concept of "foreign language education" provides for the mastery by students not only of the foreign language itself, but also acquaintance with the literature, history and in general with the culture of the country of the target language, therefore the process of teaching foreign languages poses even more difficult tasks. By expanding the range of cultures through the entry of students into the socio-cultural space when communicating in a foreign language, their value orientation is formed and the culture of the individual himself, his intellectual activity and social interaction of a person with other pictures of the world, familiarizing with the values created by other peoples [3, p.68].

In modern society a foreign language is more and more in demand not only as a means of communication, but also as an instrument of cognitive and professional activity. In this regard, it becomes relevant to address the problem of bilingual education, which acts as an alternative way of learning a foreign language, which, in turn, is transformed from the goal of learning into a means of comprehending the world of special knowledge and multicultural education.

Teachers are faced with the task of forming sociocultural competence and behavioral stereotypes, developing independence, the ability to educate themselves, to work with multimedia programs, electronic dictionaries, and foreign language Internet resources. To develop research skills, the teacher must expand the horizons and increase the information culture of students, foster tolerance and respect for the spiritual values of different countries and peoples, and expand vocabulary.

In addition to the above technologies, the most popular are the technology of effective speech activity, the technology of reflective learning, technologies for the formation of independent cognitive activity, information technologies of teaching, technology of critical thinking and project technologies.

The technology "Critical thinking and analysis of the information provided" has three stages of organizing the educational process:

Arousing interest in the subject. It is necessary to actualize the knowledge that students have in connection with the material being studied, to awaken cognitive interest in the material being studied, to help students themselves determine the direction in the study of the topic.

Comprehension of the material while working on it. It is necessary to help to perceive the material being studied actively, to help correlate old knowledge with new ones.

Generalization of the material, summing up. The teacher should help students to generalize the material being studied independently, help to determine the directions in the further study of the material independently.

In working with students, it is effective to use structural and logical technologies that represent a phased organization of the training system, providing a logical sequence for the formulation and solution of didactic tasks based on an adequate choice of content, forms, methods and teaching aids at each stage, taking into account the phased diagnostics of the results. Integration technologies are widely applicable in the classroom as didactic systems that ensure the integration of diverse knowledge and skills, various types of activities at the level of integrated courses, educational topics, problems, tasks of other forms of training organization [4, p.120].

The use of the project method gives a significant increase in the knowledge and skills of students, contributes to the accumulation of their life experience and wisdom. We are talking about plans, designs, projects inherent in each person at any stage of his development. Work on a project generates tasks, ideas, by solving and implementing which, a person, independently or with the help of other people, is oriented in reality, acquires knowledge about the world and ways of behaving in it, and, therefore, is formed.

The project is such an open and dynamic form of organizing the educational activity of students and the pedagogical activity of the teacher, which implies their choice and creative decisions that lead to the development of the student. The popularity of this technology and its prospects are explained, first of all, by the fact that the project directly connects the process of mastering a certain subject knowledge with the actual use of this knowledge. Working on a project helps learners to understand the role of knowledge in life and learning. Knowledge ceases to be a goal, but becomes a means in genuine education, helping to master cultural patterns of thinking, to form one's own thinking strategies, which allows everyone to independently master the accumulation of culture [5, p.928].

Successful cognition of the foreign language world and understanding of one's native culture is possible only under the condition of intensive cognitive activity of students, their active intellectual creativity, as well as in the course of the application of independent research.

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ІНОЗЕМНА МОВА ЯК ІНСТРУМЕНТ ПІЗНАВАЛЬНОЇ І ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Анотація: Основні методи навчання в рамках соціокультурної освітньої моделі є інтерактивними. Освітні технології, що використовуються в навчальному процесі на різних етапах навчання, відрізняються креативністю, імпровізацією, автентичним спілкуванням мовою перекладу та створюють сприятливі умови для інноваційної та творчої діяльності учнів.

Ключові слова: іншомовна комунікативна компетентність; педагогічна технологія; метасуб'єктні та предметні результати; навчання іноземних мов та міжкультурне спілкування.