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## **CREATION OF COGNITIVE AND PROFESSIONAL ACTIVITY OF STUDENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE**

The main goal of education is to form a competent, socially active and adapted person who has a sense of self-esteem, effectively interacts with other people, and feels comfortable in the conditions of professional activity and social interaction.

The most important feature of modern training is its focus on preparing future specialists not to adapt, but to actively master situations of social and professional changes.

In this regard, the problem of creating the cognitive and professional activity of the future specialist is very relevant.

Cognitive and professional activity is an integral quality of a person, which is expressed in the ability to purposefully, consciously acquire professionally necessary knowledge, skills and abilities, in the desire to more fully master the ways of future professional activity, constant self-improvement, in the direction of achieving high professionalism.

One of the ways to improve the level of training of a high school graduate is the purposeful formation of cognitive and professional activity of students. The formation of cognitive and professional activity acts as a quality of the future specialist's personality and is an important condition for his self-realization, the foundation for achieving high professionalism.

In this regard, one of the priority problems of improving the quality of training of highly qualified specialists is to determine the factors that contribute to the formation of professional and cognitive activity of students.

Representatives of many scientific fields and schools paid great attention to the problems of personal activity and cognitive activity. They have been studied by philosophers, psychologists, educators, sociologists, scientists, and practitioners [1].

In didactics of higher school formation of cognitive activity is seen as the main way of formation of creative personality of specialist (C. S. Akhiyarov, A.V. Drummers, V. Bondarevskaya, B., T. A. Ilyina, A. J. Nain, R. A. Nizamov, G. N. Serikov, etc.). A significant contribution to the development of problems of creation of cognitive activity of students in terms of developing principles and training methods present study Babansky Y. K., M. A. Danilov, B. P. by Esipov, I. Lerner, M. I. Makhmutov, I. T. Ogorodnikov, etc. I. F. Kharlamov studied the regularities of cognitive activity as the basis for activating students' learning; R. A. Nizamov – didactic bases for activating students' learning activity; V. Yakunin – learning process management. A. A. Verbitsky developed psychological and pedagogical bases and technology for active contextual learning

with a focus on the specialist model; L. M. Kustov – innovative activity of a teacher and activation of cognitive activity of students of vocational schools.

In the works of V. I. Zagvyazinsky, N. V. Kuzmina and others attention is drawn to the need to implement in the practice of educational activities the developing function of learning, ensuring the optimal ratio of pedagogical guidance and independence of students in the educational process.

At the same time, the problem of creation of cognitive and professional activity as a quality of a student's personality is not reflected in the material of a foreign language, which in modern conditions is one of the means of training a competitive specialist and becomes an integral part of his professional readiness to perform a social role in the common economic space.

Russian psychological and pedagogical sciences prove by theory and practice that mastering the system of knowledge and methods of activity is possible only as a result of active cognitive and professional activity. The specificity of cognitive and professional activity is that it does not result in a change in the surrounding reality, but in the growth of knowledge of the cognizing subject, the improvement of his professional skills; it is directly directed at the individual, and then through the changed personal characteristics – outside.

A foreign language course is a mandatory component of training, recorded in the qualification characteristics of a specialist of any profile. They must not only read and understand foreign literature, but also have interactive competence, i.e. be able to communicate on a personal and professional level in one of the foreign languages. In addition, a foreign language is part of the continuing education system.

Cognitive and professional activity can be formed if the pedagogical process of learning a foreign language is based on:

- professional and value orientations of students in educational activities;
- professional and pedagogical communication;
- inclusion of students in creative and research activities.

The success of the formation of cognitive and professional activity is directly dependent on the means used by the teacher in accordance with the goal.

The means of pedagogical activity include the knowledge of the teacher, his experience, personal influence, as well as the types of activities that the student should be able to switch to, ways of cooperation, methods of pedagogical influence.

In the conditions of teaching a foreign language in higher education institutions, the real practice of teachers in the formation of cognitive and professional activity is carried out in the following areas:

a) selection of educational material (grammatical, lexical, reading and listening texts) that arouses interest, provides cognitive motivation, and has a professional orientation;

b) the use of special stimulating techniques (creating situations in which the student must Express their opinion, judgment, agree or refute any statement, prove their point of view, ask questions, find out what is not clear, make adjustments, give advice), etc.

The formation of cognitive and professional activity can be successful, as practice shows, if it is based on the integration of factors, conditions and means of their implementation. Dedicated in the research process factors (vocational value orientations of students in learning activities, creativity) are implemented in the wider educational and professional environment, based on interaction of subjects of pedagogical process and motivated by the value of the training. The conditions for the formation of cognitive and professional activity include:

- 1) formation of students' professional motivation to knowledge in the process of learning a foreign language;
- 2) construction of the pedagogical process focused on the formation of cognitive and professional activity;
- 3) creating an innovative environment that promotes the inclusion of students in the process of creative activity.

In the process of mastering cognitive and professional activities, it is necessary that cognitive motivation is transformed into professional motivation. The combination of cognitive interest in the subject and professional motivation will allow you to form a value attitude to the subject being studied.

The development of cognitive independence is manifested in the internal transition of the student from individual to universal, from ineffective to effective, from individual to social strategies that will be personally significant for him. Of particular interest are individual cognitive strategies: activity-based and/or emotional. They are inherent in the subject if there is a stable active and / or stable emotional attitude to the surrounding world.

To activate the motives for learning a foreign language, students need to stimulate their cognitive activity. Beysenov B. identifies three levels of cognitive activity in relation to the development of foreign languages [2]:

reproducing activity (reception and reproduction), associated with the desire to understand a new phenomenon, reproduce the information obtained, using the indicative basis of activity and make your own additions;

interpretive activity (reproduction with product elements). At this stage, students, in addition to reproducing the received information, try to get into the essence of the phenomena and establish connections between them, find ways and means of solving in case of difficulties. From our point of view, this type of cognitive activity contributes to increasing students' motivation to achieve success;

creative activity (production). Students, in addition to reproducing the information received and penetrating the essence of phenomena, seek to apply knowledge in a new situation. At this level, it is characterized by the manifestation of high willpower, perseverance, perseverance in achieving goals, and broad cognitive interests.

### *Список цитированных источников*

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2. Innovative Methods for Activation of Cognitive Activity of Students of Technical Universities. [Electronic resource] Tusupbekova E. K., Tusupbekov E. T., Nurzhanova K. K. / Karaganda State Technical University / Beysenov B. Karaganda Academy of the Ministry of Internal Affairs of the Republic of Kazakhstan, 2019 – Mode of access: [https://www.elibrary.ru/publisher\\_titles.asp?publishid=11146](https://www.elibrary.ru/publisher_titles.asp?publishid=11146) – Date of access: 10.05.2020.