

USE OF INNOVATIVE TECHNOLOGIES AS A MEANS OF FORMING COGNITIVE INTEREST TO A FOREIGN LANGUAGE

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Abstract: *The article studies the problems and development of pedagogical conditions that develop cognitive interest through the use of innovative technologies in foreign language lessons.*

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The problem of becoming interested in the subject has become relevant due to the fact that there have been significant changes in society and education, which are largely determined by the peculiarities of the transition to the information society. Today, scientists note the need to find ways and means to create conditions for the development of cognitive interest in schoolchildren. One of these ways of development can be called the introduction of innovative learning technologies. In modern conditions, given the serious and great interest of students in information technologies, this opportunity can be used as a tool for developing motivation in English lessons. It should be noted that information and telecommunications technologies have become an integral part of modern education. A foreign language is almost the only subject in school that aims to teach – communication. The central and most difficult moment in communication is the establishment of psychological contact, mutual understanding with communication partners. The use of such innovative technologies as the project method, role-playing, discussion, as well as conducting non-traditional lessons, creates such conditions that allow you to reveal and show the individuality of the student.

Interest in learning is one of the most important personality traits that should be developed by all possible means. Thus, in the activity of a creative teacher, through the use of innovative technologies, cognitive interest becomes the most important factor in improving the educational process, effectively solving its functions. At the same time, cognitive interest is an important guide in using the individual capabilities of all categories of students, both active, energetic, and passive, who constantly feel weak in their educational activities. All examples of creative activity of teachers are similar in the main: in the enthusiastic attitude to their daily work, the desire to bring something new, unconventional, original into the personal practice of teaching and raising children; in the desire to achieve higher, significant results in the development of the creative qualities of the student's personality.

Innovation in education is the main process of improving pedagogical technologies, a set of methods, techniques and means of teaching. Currently, innovative teaching activities promote personal growth of pupils. Currently there are several approaches to the essence of innovation in education. To identify the differences, it is necessary to distinguish between form, method, and technology. The traditional form of education usually includes: lessons, classes in training workshops, lectures, practical classes, seminars, etc. Trainings, business games, role-playing games, and others began to be introduced. The methods include the method and method of organizing the educational process. We refer to the methods of discussion, dialogue, experiment, analysis of the situation

The purpose of traditional training is to assimilate the sum of knowledge, master a set of skill and abilities, as well as prepare the student for life on the basis of the transfer of experience. Innovative learning emerges as an alternative to traditional learning. The purpose of which is not to transmit ready-made samples of information assimilation, but to form a personality capable of making rational choices in difficult situations.

The main function of innovative learning is the direct inclusion of the student in the self-learning process. The life process that is, the development of the student

through the actualization of self-education and self-education. Almost the only subject in school that aims to teach –communication, is a foreign language. The central and most difficult moment in communication is the establishment of psychological contact, mutual understanding with communication partners. The use of such innovative technologies as role-playing, project method, discussion, as well as conducting non-traditional lessons, creates such conditions that allow you to reveal and show the individuality of the student. In order to ensure a complete understanding of the lexical and grammatical material at the stage of skill formation, multiple joint performing actions for its assimilation and constant reinforcement and monitoring of the correctness of the implementation of these actions on the part of the teacher, it is advisable to use collective work. In our opinion, this should include structures under the general name "Mastery learning" (teaching to the level of perfection). The goal of these structures is to bring all students to approximately the same level of proficiency before moving on to the next stage. These include the Same-Different structure (same-different), Think-Pair-Square-Share (think, discuss in a couple, then in a group of four and share your thoughts with the class), Numbered Heads Together (get a number, stand with each other), Round robin (Roundtable) (statement in turn), Fact or Fiction and Guess the Fib (fact or fiction and guess the fiction) [3].

Let's consider these structures separately.

The Same-Different structure. The teacher creates a situation, sets the students a speech task imitative character and pronounces a sentence. – If the content of the sentence corresponds to the situation, the students confirm this with a nod of their heads and then each quietly pronounces the sentence; if it does not correspond (the students shake their heads negatively), then the sentence is not pronounced. - The teacher calls the group, and the students answer together.

This structure was applied in practice in the 11th grade according to the textbook V.Evans, J.Dooley, B.Obee, O.Afanasyeva, I.Mikheeva "Spotlight" when studying the passive voice. When training a new grammar The students were actively working on the material, which indicated that they were interested.

The teacher may suggest the following situation:

"Agree with me if the statement is true". Possible claims: - Buckingham Palace is located in Westminster, London – Drawings by Leonardo Da Vinci are kept there. – The Taj Mahal was built by the Shah Jehan for his wife. [4].

Think-Pair-Square-Share structure.

The teacher calls the situation and the speech task transformational or of a reproductive nature and pronounces a sentence. - The members of the group individually consider the answer. - The student reports the answer to the partner in the pair, and together they say a common answer. – Students share information with each other in a group, make up an answer and choose a student who voices it. This type of work was interesting to the students, as there is a moment of competition. Students in the group strive to reach a consensus as quickly as possible. In addition, this type of work contributes to the cohesion of the group.

The structure Of Numbered Heads Together.

Each member of the group gets a number. The teacher calls the situation and the speech task of a wildcard character, then asks a question – The group members answer in a whisper and during the discussion prepare a general answer. The teacher calls the number and indicates the group. - The student whose number the teacher gave answers.

Round robin (Round table) structure.

A speech task of a reproductive nature is set, students take turns performing it orally, exchanging opinions, coming to a common point of view and reporting it to the class.

The structure of Fact or Fiction and Guess the Fib.

A speech task of a wildcard or reproductive nature is assumed. Solving it, individual members of the group take turns saying sentences. Those who listen try to determine whether the sentences are true. (If they match, the sentences are repeated.) If the sentences are not true, each student says 2-3 sentences. One of them is contrary to reality. This is what the group members repeat. It was mentioned above that for educational activities, the most significant is the

cognitive interest, as the motivation of schoolchildren in learning a foreign language. This affects the development of memory, thinking, imagination, etc. A significant role in increasing cognitive interest in learning English is played by such a type of speech activity as speaking. Since English is almost the only subject in school, the goal of learning is communication. The main task in the lesson of this subject is to teach students to express their thoughts in the language being studied, that is, to speak this language. Students of different ages, starting to learn a foreign language, first of all, want to learn to speak this language. In order to activate the speech activity of students and form an interest in the subject, it is necessary to use innovative methods of teaching a foreign language.

One of the leading technologies is the project method for the formation of students' communication skills. Dialogic speech is the most relevant in the English lesson language (exchange of information from the read text, interviews, role-playing game).

Here are some examples:

- 1) Students get the necessary replicas (controlled role-play);
- 2) Students get the opportunity to communicate (free role-play);
- 3) Participants receive a text that describes the opinion of teenagers on a certain topic, and a description of their roles, you need to take an interview.

Take roles and interview one of the teenagers in the text:

A: So Larry, tell me, do you like to keep up with the latest fashions?

B: Oh yes! I...

For younger students, a significant role in English lessons plays a game. The game stimulates the cognitive activity of students, causing them positive emotions in the process of learning activities. A. S. Makarenko said that "a good game is like a good job", every teacher needs to learn how to use the game correctly in the classroom. The factors that accompany the game – interest, satisfaction, joy-make learning easier. I've learned from my own experience that it doesn't make sense to spend time in elementary school explaining grammar problems.

Categories, whether it is the order of words in a sentence or the concepts of numbers, in whatever attractive fairy-tale clothes these rules are not dressed. Playing "Shop" can teach them faster and without much effort. I never forget the joyful excited children's voices in the hallway after class they received multi-colored paper envelopes to buy products on the list and put them with the appropriate pictures products from tables "store": "I had a blue shopping bag, and you have what the picture was?" "I have a red and three apples".

In my lessons, I use a variety of games systematically. I try to build the lesson so that the atmosphere of the game reigned on them from the first to the last minute. I build each lesson as a lesson of communication, as close as possible to the natural. So, having considered this problem of increasing cognitive interest students learning a foreign language through the introduction of innovative technologies, we came to the conclusion that this problem is relevant, complex and multifaceted. It should be emphasized that the introduction of the use of innovative teaching methods in the educational process does not exclude traditional teaching methods, and it is harmoniously combined with them at all stages of training: familiarization, training, application, control. But the use of such techniques allows not only to repeatedly increase the effectiveness of teaching, but also to encourage students to further independent study of the English language. Thus, our hypothesis was confirmed that the use of innovative technologies in the classroom contributes to the activation of interest in learning a foreign language, and the improvement of students ' knowledge and culture.

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