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**РОЛЬ ПРЕПОДАВАТЕЛЯ В ПРОЦЕССЕ АКТИВИЗАЦИИ
ПОЗНАВАТЕЛЬНОГО ИНТЕРЕСА СТУДЕНТОВ К ИЗУЧЕНИЮ
АНГЛИЙСКОГО ЯЗЫКА****Лашина Екатерина Николаевна,**

Старший преподаватель кафедры иностранных языков Санкт-Петербургского государственного университета промышленных технологий и дизайна. Высшая школа технологии и энергетики, Санкт-Петербург, ул. Ивана Черных, 4.

E-mail: lashinapiter@gmail.com

Аннотация

Для всестороннего развития студентов в процессе получения образования необходима та движущая сила, которая бы побуждала их к активному процессу познания. Такой движущей силой является познавательный интерес. Компетентность педагога, которая основывается на когнитивных, прагматических, процессуальных и оценочных умениях и субъектной позиции, формирует познавательный интерес студентов к изучаемой дисциплине. Преподаватель в своей работе со студентами способствует развитию важных психологических качеств обучаемых, которые отвечают за продуктивную деятельность в процессе обучения.

Ключевые слова: активизация, познавательный интерес, деятельность, образовательный процесс, английский язык, преподаватель, студент.

**THE ROLE OF THE TEACHER IN THE PROCESS OF ACTIVATING THE
COGNITIVE INTEREST OF STUDENTS IN LEARNING ENGLISH****Ekaterina N. Lashina,**

Senior Lecturer of the Department of Foreign Languages, St. Petersburg State University of Industrial Technology and Design. Higher School of Technology and Energy, St. Petersburg, Ivan Chernykh Street, 4.

E-mail: lashinapiter@gmail.com

ABSTRACT

For the comprehensive development of students in the process of receiving education, a driving force is needed that would encourage them to an active process of cognition. Such a driving force is cognitive interest. The teacher's competence, which is based on cognitive, pragmatic, procedural and evaluative skills and subjective position, forms the cognitive interest of students in the studied discipline. In his work with students, the teacher contributes to the development of

important psychological qualities of students who are responsible for productive activity in the learning process.

Keywords: activation, cognitive interest, activity, educational process, English language, teacher, student.

The relevance of the problem of activating the cognitive interest of students in the learning process is due to the need of today's society for professionals capable of showing initiative, independence, social activity, creativity, professional mobility.

Approaches to active learning in higher education that correspond to the standards of today demonstrate that modern education must be implemented not as a devolution of experience from a teacher to a student, but as their cooperation on the principles of synergy. This is the essence of the relevance of the problem of introducing dynamic teaching methods into the educational process of higher education [1].

Cognitive activity is a community of sensory self-perception, theoretical thinking and practical activity. The issue of students' cognitive activity is considered the most relevant in the system of higher general professional education.

Interest is a complex personal formation that motivates a person to activity, and cognitive interest is a driving force that is aimed at the process of mastering knowledge. Cognitive interest is a motive in the process of human learning. Cognitive interest determines the cognitive orientation of the individual. Being not an innate formation, cognitive interest has its own development: starting with curiosity, in early preschool age, it can develop into a stable interest characteristic of adults. The activity of learning and cognitive interest acquire a new coloring with age. At the university, interest determines subject selectivity, with a focus on the future profession.

The problem of activating students' cognitive interest is an important didactic problem. Its practical solution is associated with the implementation of a number of pedagogical tasks aimed at activating the educational and cognitive activities of students [2].

The concept of activating the educational and cognitive activity of students means the targeted activity of the teacher, the modernization of the methods and means, content, forms and methods of teaching, the purpose of which is to develop interest in learning, increase the activity of students, develop their independent creative skills, the ability to use them in practice, create conditions for acquiring a stable desire to enrich their horizons. Activation of the educational and cognitive activity of students is aimed at finding and improving new knowledge [3].

One of the main incentives for the formation of students' cognitive independence and activity is pedagogical support that develops their cognitive interest in the English language. The teacher's task is to interest students, encourage them to work independently, thus developing, first of all, personal qualities, including the level of students' independence in cognitive activity. In fulfilling the main task of forming students' cognitive independence, such qualities of the teacher as pedagogical tact, empathy, tolerance, sociability, possession of pedagogical ethics (knowledge of the humanistic norms of their profession and adherence to them) are of great importance.

There are certain criteria by which one can evaluate the degree of students' cognitive interest in learning English. These are the emotional tone of the students' activity (how the teacher supports the students' intellectual mood, joint activity, businesslike and energetic tone); a trusting style of relationships; educational optimism; trust in the students' cognitive interest; support of the teacher's initiatives by students; competition; encouragement and approval.

The content of the subjective position of the teacher includes pedagogical tact, pedagogical empathy and tolerance, as a sense of reasonable measure based on the correlation of tasks, conditions and capabilities of students. Pedagogical tact reflects the form and measure of

pedagogical influence on the personality of the student as the main value. Pedagogical tact has a great specific weight in the formation of cognitive independence as a skillfully organized boundary between individual influences in the form of a simple and natural speech address to students. Characterizing the significance of pedagogical tact in teaching, the authors highlight its main features that contribute to the implementation of the pedagogical ethics of the teacher in the educational process: naturalness and simplicity; address without familiarity, sincerity without falsehood, trust without connivance, request without begging, recommendations and advice without obtrusiveness, influence in the form of warning, suggestion and demand without suppression of independence, seriousness without tension, humor without mockery. The teacher should also be endowed with the properties of pedagogical empathy, certainly reflected in the activity of students in cognitive activity. Empathy includes understanding another person, based on the analysis of his personality; emotional empathy with another person, response to the feelings of another person and expression of one's feelings; the desire to assist, to help another person. A sufficient level of empathy development in a teacher will help students easily cope with psychological and language barriers in cooperation and communication. An important function in the formation of students' cognitive independence is played by the teacher's tolerance, which generates mutual trust, understanding, frankness, helps to overcome conflict situations, promotes the manifestation of goodwill and deep humanity, helps, psychological compatibility of characters. However, in practice, not all teachers have the above-mentioned pragmatic, psychological and professional qualities equally and to a sufficient extent. To develop these skills, each teacher must improve themselves through self-education using Internet sites, specialized acmeological trainings, simulators and educational and methodological electronic materials [4].

The English language course at the university lasts quite a long time – 4 semesters of full-time study. Due to the impossibility of automatically maintaining a consistently high level of student motivation throughout the entire course of study, there are various means of increasing and maintaining interest in the subject being studied. The most important thing in this process is to define the goals of learning English – both short-term and long-term. The main condition for the success of learning English is the differentiated definition of learning goals that are focused on the recipient of the training – age, availability of basic knowledge, cultural background, readiness to learn the language, ability to perceive new information, possible obstacles, teaching aids used, etc. In order to study professionally oriented English, the needs of students come to the fore. The ultimate goal of learning any foreign language is simple and clear: the ability to express oneself in a foreign language, i.e., the development of communicative and intercultural competence, which allows the student to receive and give situational information in the language being studied, express oneself in accordance with the topic of the situation, receive and convey maximum information from written sources. But, since learning a language is a fairly time-consuming process and involves the use of many other knowledge and skills, it is unrealistic to achieve the final goal in one step. Therefore, it is necessary to break this long path into shorter segments, thereby defining long-term and short-term goals that can be formulated both by the level of complexity and by aspects, for example: understanding texts on a general topic and a gradual transition to working with literature of a professional nature; oral contact with a native speaker, the ability to introduce oneself and get to know colleagues in the profession. The teacher should remind about those steps, those short-term goals that lead to the final result in the classroom, thereby allowing students to evaluate their progress in learning English independently, or by clearly demonstrating their successes. Such a reminder of what is ahead and what has already been achieved is one of the most successful means of increasing and maintaining motivation not only in learning a language, but also in rational time management. Setting learning goals, their individualization, monitoring their achievement by introducing and concluding the topics being studied, and adjusting them if necessary are the basic means of increasing and maintaining motivation. All of

the above creates a certain motivating canvas, into which other means are woven depending on the topic and situation, such as authentic texts, as well as audio and video materials; additional individualization of tasks in the case of a multi-level group; the use of professionally oriented texts, which makes it possible to understand information not only through the language being studied, but also through special subjects offered at the university in the native language [5].

Activation of students' cognitive activity is also facilitated by problem-based tasks for analysis, synthesis, search, discussion, and interpretation of various situations of intercultural interaction. With each stage of training, the complexity of the tasks should increase. The following different tasks can be used in classes: role-playing games using a certain communication depending on the given situation, cognitive-search and cognitive-research tasks, as well as preparation of a project or presentation. Such tasks must necessarily take into account the various features of students' cognitive development, their search skills in selecting and systematizing the necessary material, and the ability to synthesize and analyze the data found. With each semester of training, the degree of independence and the complexity of the tasks should increase [6].

Activation of students' cognitive interest creates favorable conditions for the processes of learning, development and formation of the student, while interest in learning activates all mental processes of a person, encourages productive activity. The problem of activating cognitive interest lies in the teacher's ability to attract a student to the process of learning, include him in the educational process, arouse interest and encourage his own self-education and self-development.

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