

SCIENTIFIC WORKS

Forms and methods of innovative approaches to the formation of cognitive motivation students in the English language teaching process

The study groups in each area were divided into two parallel groups, based on the curriculum, which included separate non-traditional lesson elements in one group, and classical lesson development on the other. Non-traditional lesson elements, in particular the "Member of Parliament" developed by the author, as well as the non-traditional classroom "Wonders Area", were used in the first group.

Although the topics of the lesson were the same in both groups, the achievement of the goal in the first and second hours of the lessons, in the first group was very high. As you know, during the English lessons, the teacher will be able to systematically approach to the material of the course, learn new words and phrases, correct pronunciation, fully understand the text, master grammatical categories of the language, as well as develop the skills of correct spelling. A teacher needs a systematic approach to learning new words and spelling correctly.

The first set of objectives for this purpose was fully achieved in the non-traditional lessons in the Wonders zone. Based on the analysis of preliminary results from teachers and students who attended the lessons, and a written questionnaire survey, students with high cognitive motivation achieved: first, increased student activity by one hundred percent; secondly, the students' motivation to study increased dramatically; thirdly, students' self-confidence increased; fourthly, students did not feel tired during the lesson; fifth, students stated in the questionnaire that they would like to organize such classes on a regular basis, as they strive to make the most of their real learning opportunities; sixth, students stated that they were motivated to search, think and express themselves independently and freely (with a high level of motivation); seventh, students who were previously low-achieving students also actively participated in the lesson, not realizing it, and reported that they were constantly taking part in the performance of questions and assignments; eighth, a comprehensive and fair assessment was achieved of student evaluation.

These types of courses are interactive, focused on developing students' motivation, independent research, and free and fixed thinking, which have provided great opportunities for students to constantly learn new vocabulary and spelling. The Wonders zone, for example, introduces an English translation of the word in a large box containing several words in a single word or phrase form on a blackboard. The question arises as to how the pronunciation and spelling in English is questioned, and the students voluntarily begin to replace the letters with the words in the box. All of this is based on a conscious study of the basics of science - the persistence and the high motivation.

Although there is a game element in the lesson, the students take the process seriously. Students who have been active in spelling and writing letters will receive additional points using the teacher stimulus method. The teacher switches from teacher role to expert in the lesson and analyzes the results. In this way, motivation for research, skills of free thinking are developed. At the same time, thinking must be a comparative, critical, logical approach to the surrounding phenomena, the proper evaluation, analysis, and in other words, the independent quality of the present reader.

The conclusions drawn from our pedagogical observations on the subject are to use the original teaching methods more than the classical teaching methods used up until now, to honor graduate students with a high-quality, independent, free-thinking, life-tested skills, and ability to analyze and draw conclusions. The readiness of the teacher to the lesson, his scientific and pedagogical potential, in another word his professionalism are determined by this criterion. Another factor in developing logical thinking in the formation of cognitive motivation is the organization of extracurricular learning. At the same time,

enrichment of students' lexical resources, the possibility and effect of extra-curricular activities for reading foreign literature without difficulty is invaluable.

Formation of independent thinking skills based on the development of independent reading skills, their interest in reading literary works, the formation of their life positions in solving social problems, expanding their knowledge through reading foreign literature, increasing the vocabulary used in English, expanding and deepening thinking bears great responsibility.

The size and syntactic content of the work recommended for independent reading are determined by the students' readiness and age, and they differ in their increasing complexity. Students also develop the best moral qualities through the development of extra-curricular skills and motivation for learning. By the 2nd year of the Institute's curriculum, and especially in the 3rd year, they can easily read medium-sized, non-complicated syntactic compositions in English.

Words and phrases specific to the English text and new to the student have been co-translated and refined. The questionnaires allowed the students to control the level of learning of the plot of the work as well as the minimum level of learning during the lesson in determining their response to the events. At the same time, understanding of the essence of the topic under discussion and continuity in the development of events helped to strengthen students' reading comprehension skills.

During the extracurricular study, students were given the opportunity to freely discuss the content of the work, based on their own suggestions, and identified the topic of the lesson and the content of the interviews were directed by the teacher. The text of the study was given by the students in their own words, paying close attention to the way in which the author's narrative was presented, and required the concise and expressive nature of the oral statement. It was emphasized that the content of the text is broad and should be brief when appropriate.

Properly tailoring extracurricular activities and identifying selected activities and plans to help students develop cognitive motivation skills and culture will broaden their reading culture, knowledge, and speech skills. Most importantly, independent learning forms a culture of free thinking and encourages independent learning.