

WAYS OF DEVELOPMENT OF COGNITIVE MOTIVES OF STUDENTS AT THE ENGLISH LANGUAGE LESSONS

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This article is devoted to the development of cognitive motives of students at the English language studies. The publication is focused on the methods the teacher can use to develop students' cognitive motives.

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Any activity of a student will be successful only if a student is interested in own results and takes part in the activity directly. The degree of a student's activity is determined by the motives.[1] Motives can be different but they appear only in the process of complex inner psychological activity of a student himself/herself. A teacher can only affect the formation of the student's motivations (interests, moral standards, lifestyle, principles) which will be used to form motives.

Educational activity is the main form of the student's activity aimed at changing the student himself as a subject of education. Educational action is composed of motivation and fulfillment.[2] A teacher can use different ways to develop cognitive motives during the English language lessons, for example:

a) motivation of educational activity through conversation. A teacher outlines a range of problems the students will study and involves knowledge and experience of students, gives interesting examples, points out at the connection of materials to study with the previously studied ones and stresses practical meaning of the subject;

b) motivation of educational activity through creation of the problem situation. A teacher sets a problem, demonstrates a research or gives some examples of logic contradictions which students can't explain because of the lack of knowledge. Any problem must contain cognitive complexity, that is, unknown branch of knowledge which students have to master [3]; the problem must be related to a student's emotions (novelty, dissatisfaction with available knowledge and wonder); the problem must foresee an opportunity to suggest hypotheses

and reflect specific character of the science of the educational subject [4]. Problem situation is the situation created by the teacher and emerging due to such organization of relations between the students and the object of cognition that helps to find out cognitive contradictions. Problem situation is characterized by intellectual difficulty and necessity to be solved. The main point of the cognitive contradiction is in impossibility to solve the appearing contradictions with the help of knowledge and ways of activity the students have. A teacher can create a problem situation by colliding the students with the phenomena and facts that require theoretical explanation; urging students to analyze contradictory facts, phenomena and statements; urging students to distinguish facts and statements which are considered to be true from contradictory ones and substantiate their choice; urging students to self-dependent comparison of facts, phenomena and actions; urging students to suggest hypotheses, to draw conclusions and to verify them etc. The aims and tasks of the problem training include the following: to obtain knowledge, abilities and skills; to master the ways of independent activity; to develop cognitive and creative abilities. A teacher doesn't present the finished knowledge during the problem training but sets a problem, makes it interesting for a student and provokes a student to find the way to solve that problem;

c) motivation of educational activity using the "brain storming" method. This method is used reasonably during the solution of a complex problem when it is necessary to use the creative potential of the whole student group. All students are united by the common work of searching

for the truth. Students supplement each other, catch up and develop some ideas rejecting other ideas. A teacher is a coordinator in this process and can maintain it with the help of the leading questions at any moment of the lesson. The students substantiate their ideas from the point of view of correctness and expediency;

d) motivation of educational activity using the "incomplete sentence" method. This method is used when students have quite enough knowledge and personal experience to express their own thoughts concerning the subject they study. Students are given the tasks and are offered to complete the sentence on their own. Students discuss the answers and give arguments while studying a subject;

e) motivation of educational activity using the creative tasks. A teacher has an opportunity to use several directions:

1) the use of creative searching tasks, for example, outstripping tasks (1. You are a guide. Prepare a story about...; 2. Elaborate an advertisement about...);

2) the use of questions containing paradoxical data, found out by the students independently. Students are offered to find those questions by their own, to answer those questions and to defend their own positions using knowledge related to the subject they study;

3) the use of crossword puzzles and riddles. The students are offered to work out crosswords and riddles concerning the subject they study;

4) the use of different stories. Students are offered to write different fiction, scientific, fantastic, fabulous stories etc. with the usage of knowledge on the subject they study;

f) motivation of educational activity through creation of the situation of success. Usually students mastering the complex educational materials lose interest to a lesson very quickly, especially if a lesson is full of terminology and is characterized by a significant amount of information. In that case a lesson should be divided into several parts with their further obligatory consolidation. The students are offered to do creative tasks by a teacher with a prompt or a known algorithm of fulfillment, not complicated task or simple self-dependent task. If possible, it is necessary to support educational materials with the schematic pictures and simple schemes. A good result is achieved with the usage of examples and comparisons connected or being close to personal experience of students. Such English language lesson becomes clear and gives rise to the interest to the subject;

g) motivation of educational activity in the process of cognitive games and game situations. Cognitive role games need additional training,

search of interesting information. Game situations at the English lessons facilitate enlivening of the students' actions at the lessons;

h) motivation of educational activity through extrapolation. The way of extrapolation is based on the forecasting function of the brain.[5] The ability to transfer the available knowledge, skills, abilities and ways of activity into some other situation is a bright sign of creative thinking. A teacher offers the students to transfer into the imaginable future and to forecast the development of events.

Motives, appearing independently, are displayed in the student's striving for independent studying of tasks and aims independently from the teacher's assessment and in unwillingness to use a teacher's prompt.

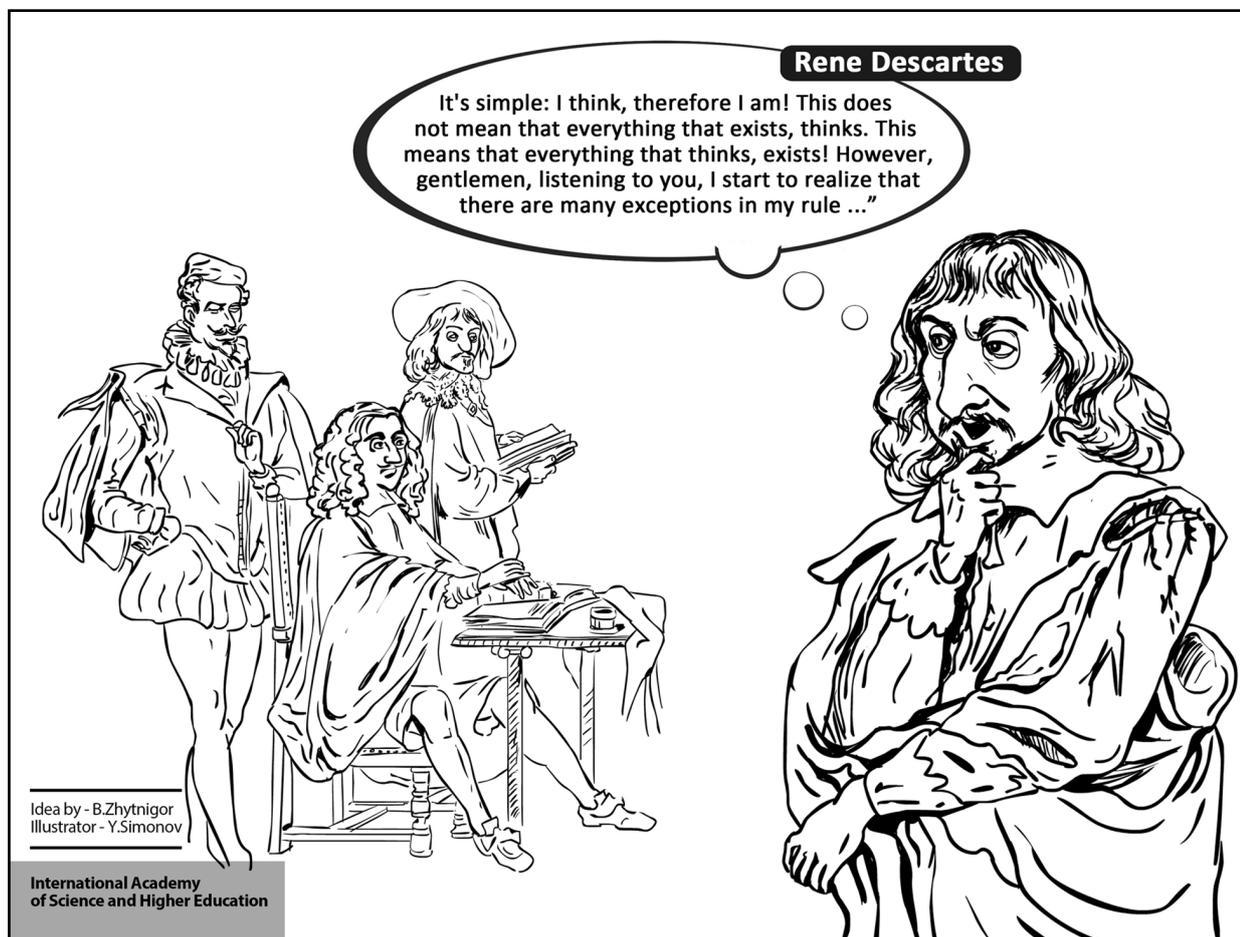
In order to create steady educational motives it is necessary to stress practical significance of knowledge for further life, to create educational problem situations highlighting significance of the obtained knowledge for the development of logic and abstract thinking ability to perform self-analysis.

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