

DEVELOPMENT OF STUDENTS' COGNITIVE INTEREST IN CLASSES OF FOREIGN LANGUAGES IN HIGHER EDUCATION

E. Dorofeeva¹, R. Gubaydullina²

¹Kazan Federal University (RUSSIAN FEDERATION)elena.dor@mail.ru,

²Kazan Federal University (RUSSIAN FEDERATION)ramzia.gubaidi@gmail.com

Abstract

Society development in political, economic, social, cultural and moral spheres, expansion and strengthening of relationships with other countries demand learning of foreign languages. Speaking a language fluently is one of the requirements of professional competence. Personnel must read special literature, communicate verbally and in writing. Reasoning from this need, cognition interest to master a foreign language increases at higher schools as a foreign language offers a means to accustom to the newest information technology and a low level of competence of other languages leads to increasing of intellectual and moral potential in the society, complicates an access to universal human values of world culture. Therefore, one of the goals in higher education is the development of students' cognitive interest in learning foreign languages. In that context, to develop cognitive interest a teacher of foreign languages at higher schools should understand what it (cognition interest) is, its frame and features, its position in educational process, if it impacts on learning experiences and so on. Cognitive interest represents an interest in experience where one part is a cognitive activity in the course of which students gain the content of learning items. It bears all the functions of interest as psychological education, its selective character, unity of objective and subjective, an integrated composition of intellectual, emotional and determined processes. The knowledge gained without any will is forgotten and acquirement learnt with an interest is memorized for a long time and easily reproduced. The informative task demands from a person of efforts, search or creative activity, but not elementary orientation to novelty and surprise is the center of cognitive interest. It can be seen in educational process in the various forms (modifications): as learning tools; as a learning motive; as steady features, as traits of personality. Formation, strengthening and development of cognitive interest happens in the course of education (learning) and the main role in formation and development of students' cognitive interest is due to a way the teacher arranges students' activity. The teacher should provide students with supportive environment to develop cognitive interest and the teacher does not fully introduce the learning material him/herself but organizes an independent activity of students which, in turn, could generate new questions, open up new opportunities to gain knowledge, motivate to further self-education. However, for this purpose, the teacher has to define a level of students' cognitive interest by means of various methods (questioning, essays, experimental tasks, etc.) to plan the further work on development of cognitive interest. It is necessary to stimulate developing of students' cognitive interest by using of various forms of individual/independent work and tasks for students and problem-based activity, research approach (involvement of students to science methods), by creative works (making riddles, stories, individual and collective writing of reports, drawing up tasks, etc.). Projects usually play a big part in keeping and developing of students' cognition interest in classes of foreign languages in higher education.

Keywords: Cognition interest, education, students, foreign languages, higher education, educational tasks, conditions, methods of stimulation, level of cognition interest.

1 INTRODUCTION

Modernization in political, economic, social, cultural and moral spheres, expansion and strengthening of relationships with other countries demand learning of foreign languages. Speaking a language fluently is one of the specified requirements of professional competence. Personnel must read special literature, communicate verbally and in writing. Reasoning from this need, cognition interest to master a foreign language increases at higher schools as a foreign language offers a means to accustom to the newest information technology and a low level of competence of other languages leads to increasing of intellectual and moral potential in the society, complicates an access to universal human values of world culture. In the field of foreign languages on occupations at the higher school besides a row specific (private tasks) to which it is possible to carry: increase in level of proficiency in language; increase in motivation to a learning of foreign language; improvement of ability to communicate in oral and written forms where for achievement of this purpose types of speech activity – speaking, audition, reading and the letter, etc. act as fixed assets, is solved also an important problem of development of cognitive interest of students to a foreign language as interest – one of properties of the personality, a phenomenon which expresses the selective relation of the person to objects, the phenomena, processes of the world around.

2 METHODS

The following methods were used in the research: 1. the theoretical methods which are related to the literature searches, namely, such methods as compilation of the bibliography. It is the list of the references which have been chosen according to the researched problem. The next one is abstracting that is a concise text of the main content of one or several studies in general subjects. Summarizing is taking of more detailed records the basis of which is to sum up the main ideas and cases of research. Annotating is a short record of the general contents of a book or an article. Citing is a literal record of expressions which are actual or digital data given in the reference. 2. Theoretical analysis is highlighting and reviewing of specific features, characteristics of the phenomena. Having analyzed definite facts, classified and systematized them, we have revealed general and special features in them, set a general principle or rule. The analysis was followed by synthesis that helped to understand the subject matter of the phenomena studied. 3. The inductive and deductive methods are logical methods of generalization of the empirical data obtained. Due to the inductive method we have assumed the conception progress from the private opinions to the general output and from a general opinion to a personal conclusion by means of the deductive method. 4. A comparative method allowed us to set similarities and differences between objects and the phenomena. 5. Analysis and synthesis. The analysis has let to clarify which parts the studied object consists of and synthesis has let to connect the parts received when analyzing into integral. As a result, there was a connection of knowledge gained while analyzing in a single system. 6. Research and synthesis of pedagogical experience of teachers at higher education institutions and teachers of schools directed to the analysis of a status of practice, developing of the best practices.

3 RESULTS

A problem of cognitive interest is a topical issue in Psychology and Education mentioned in works by B.G. Ananyev, F.Ya. Baykov, L.I. Bozovic, V.B. Bondarevsky, V.G. Ivanov, N.G. Morozova, S.L. Rubenstein, G.I. Schukina, etc.

In education, psychologists and teachers always have the questions: How to make a class session more interesting? How to increase the level of learners' cognitive interest? How to develop their informative activity and informative independence? What methods are better the to apply in training for development of cognitive interest? etc.

To answer these questions, it is necessary to understand what the cognitive interest is, what its structure and features are, what place it takes in educational process whether it influences training process, etc.

On the basis of these various sources it is possible to draw a conclusion that cognitive interest is the most important type of interest. It is an interest in knowledge when students master the course content; it has all itself(himself) all functions of interest as mental education: its selective character, the unity objective and subjective, presence of intellectual, emotional and strong-willed processes [2, p.34].

The role of cognitive interest in educational cognitive activity is of great importance. N.G. Morozova states: "Knowledge gained without interest is forgotten and gained one with interest is remembered for a long time and easily is reproduced" [4, page 39].

The informative task demands from a person of efforts, search or creative activity, but not elementary

orientation to novelty and surprise is the center of cognitive interest. [6, p.14]

We have found out that the cognitive interest presents in educational process in the various forms (modifications): learning tools; as a learning motive; as steady features, as traits of personality.

As any trait of personality, formation, strengthening and development of cognitive interest occur while the activity which front view is the doctrine – a basis of development of cognitive interests of students in the course of which there is a systematic mastering knowledge in various subject domains, acquisition and improvement of ways (skills) of cognitive activity, transformation of the purposes which are put forward by society in motives of activity of the student.

The main role, according to us, in formation and development of cognitive interest of students belongs to a way of the organization by the teacher of activity of students. How cognitive activity is organized, the destiny of interest is decided.

The teacher's main task is to form and develop cognitive interest as a steady motive of cognitive activity that makes a strong basis and personality orientations and relation to learning, cultural wealth [5, p. 11].

The teacher should provide students with supportive environment to develop cognitive interest and the teacher does not fully introduce the learning material him/herself but organizes an independent activity of students which, in turn, could generate new questions, open up new opportunities to gain knowledge, motivate to further self-education. [4, page 36].

However, for this purpose, the teacher has to define a level of students' cognitive interest by means of various methods to plan the further work on development of cognitive interest. These tasks can be questioning, essays, experimental challenges ("Make a program for a team of humour", Choose any of the following tasks", etc.); interviews, observations, educational experiments, students' monographic studying (synthesis of methods of research: an experiment, observations, compositions, studying of products of cognitive activity of experimental tasks, etc.) [1, p. 122].

Having determined a level of students' cognitive interest (there are three: high, average, low), the teacher will be able to plan the further work on development of cognitive interest. The students attending classes in a foreign language at the higher school, as a rule, have the high level of cognitive interest as lessons always attract them especially now when learners have opportunities to travel to countries of a language studied, to educate at higher educational institutions, to work in various countries, etc. In the modern world, one can hardly conceive of a highly accomplished specialist not speaking, at least, one foreign language and therefore a requirement to learn and cognitive interest to any foreign language constantly increases at the higher schools. A high level of cognitive interest of students is characterized by the followings: 1) high spontaneous informative activity; 2) interest in essence of subject-matters: to their significant connections and regularities, the aspiration to understand challenging questions; 3) intensive and excited proceeding processes of individual/independent work; 4) aspiration to overcoming difficulties in challenging issues; 5) correlation of interest and tendency (free time is devoted to a subject of the interest, namely, to a subject in which elective courses are attended) [6, p 258].

Thus, students with strong, great and steady interest (high level) are more active during educating, ask questions, willingly answer and add other students' replies; they are easily involved into a frontal type (teacher-centered) of classwork; they prefer more difficult educational activity (search, creative); actively and individually seek for information they need, i.e. independently aspire to broaden their mental outlook; use free time for classes of a foreign language.

It is easy to work with these students and their high level of cognitive interest motives the teacher to support and stimulate cognitive interest by vigorous creative cognitive activity.

It is possible to stimulate cognitive interest by using of various forms of individual work by students: by means of problem-based and research approach (introducing science methods); by creative work (making riddles, stories, individual and collective writing of reports, essays, drawing up tasks, etc.).

Originality of educational material, analysis of a practical role of knowledge, demonstration of modern science achievements are incentives of educational process that cause students' cognitive interest of in classes of foreign language in the higher schools.

There are incentives following from the relations teacher - students at workshops. These are students' activity emotional tone (how a teacher supports intellectual spirit of students, collaborative activity, busy and vigorous tone of classwork); a confidential style of the relations teacher - students; educational optimism;

trust to students' cognitive interest; support of teacher's initiatives by students; competition; encouragement and approval.

Teaching methods are incentives of cognitive interest as well. Knowledge received at lectures, workshops, seminars is solidified at conferences, writing of paper, creative credits/pretests as a total form of a subject assessment. Educational television has a meaningful importance in promoting of cognitive activity. It helps to extend the content knowledge gained, develop imagination, reduce students' exhaustion. The most effective way to support and increase the interest is the combination of various methods and forms of education when teaching [3, p 205].

Projects usually play a big part in keeping and developing of students' cognition interest in classes of foreign languages in higher education. It should be creative, experimental, research that forms stable cognitive interest in the studying subject.

4 CONCLUSIONS

Summing up, we consider that development of students cognitive interests is an extremely important and significant task in classes of foreign languages in Higher Education as cognitive interest having a complicated structure and representing a unity of the intellectual, strong-willed and emotional features comprises all educational process. No one can plan and arrange a lesson without knowing and understanding of features of students' cognitive interest, activity. The following processes intensify: thinking (an aspiration to search, guess and research appear), mobility of cogitative operations. An independent reflection over a task solution as well as finding of more effective and economical ways of the solution become more active. And as students' cognitive interest is formed and strengthens in educational cognitive activity, it is essential constantly to develop, stimulate and support its high level in classes of foreign languages in Higher Education by using various forms and methods directed to introduce scientific knowledge, develop their creative potential. We are confident that is the reason of successful students' interest.

REFERENCE LIST

1. Ananyev B.G. Cognitive Requirements and Interests / B.G. Ananyev// Scientific notes LSU. – 1959. – B.16 No. 265. – pp 4-9.
2. Dorofeyeva E.V. Didactic Conditions and Criteria of Development of Students' Creative Potential in Elective Courses in Humanitarian Subjects / E.V. Dorofeyeva; Kazan State University – Kazan, 2006. – 312 P.
3. Kashin M. P. Elective Courses in High School / L. S. Kashin, D.A. Epstein//Pedagogics: M., 1973. - pp 93-97.
4. Morozova N.G. To the teacher about cognitive interest / N.G. Morozova. – M.: Knowledge, 1979. – 48 pages.
5. Schukina G.I. Cognitive Interest in Educational Activity at Secondary School / G.I. Schukina. – M.: Knowledge, 1972. – 32 P.
6. Schukina G.I. A problem of Cognitive Interest in Education / G.I. Schukina. – M.: Pedagogics, 1971. – 352 P.