

ACTIVATING STUDENTS' COGNITIVE ACTIVITY THROUGH PRESENTATIONS IN ENGLISH CLASSES

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Abstract: *The role of foreign languages in modern society is growing rapidly. Studying foreign languages allows young people to get acquainted with world culture, use the capabilities of the wide resources of the global Internet in their activities, and also work with information and communication technologies and multimedia educational tools. The article discusses the main issues of enhancing students' cognitive activity through presentations in English lessons. The author also emphasizes that the use of computer presentations in the educational process makes it possible to enhance the assimilation of educational material by students and conduct classes at a qualitatively new level, using instead of a blackboard the projection of slide films from a computer screen onto an interactive whiteboard - a personal computer (laptop) for each student.*

Keywords: *modern computer technologies, cognitive activity and creative abilities, elimination of communication gaps, computer presentations.*

Introduction:

The use of modern computer technologies in the educational process is a necessary condition for the modernization of education and helps to form the basic competencies of students. Working on a computer network leads to the expansion of communication, opportunities for sharing socio-cultural values, development of imagination processes, and intensive study of foreign languages, elimination of communication gaps and exchange of situational emotional states [22]. In order to increase the knowledge activity of students, the introduction of lessons using computer technologies into the educational process fulfills the following tasks:

- making the lesson as interesting as possible;
- formation of general educational skills using computer technologies in English classes;
- formation of independent working skills with educational material;
- development of students' cognitive activity and creative abilities;
- to contribute to the expansion of students' worldview with the help of additional information materials.

Thus, given the great didactic potential of computer-based knowledge delivery, we should expect more intensive use of computer presentations in education in the near future. The use of computer presentations in the educational process allows teachers to

optimize the assimilation of educational material by students and conduct classes at a qualitatively new level, using instead of a classroom board, projecting slide films from a computer screen onto a large wall screen or personal computer (laptop) for each student [9,1798].

Main part:

Currently, multimedia technologies are widely used. A multimedia presentation most optimally and effectively corresponds to the triune didactic goal of the lesson:

1. Educational aspect: students' perception of educational material, comprehension of information and relationships in the objects of study.

2. Developmental aspect: development of cognitive interest in students, ability to generalize, analyze, compare activation of students' creative activity.

3. Educational aspect: nurturing a scientific worldview, the ability to organize clearly independent and group work, nurturing feelings of camaraderie and mutual assistance.

Multimedia presentations are widely used by almost all teachers. They are convenient for the teacher and students. In addition to text, the presentation may include pictures, graphs, tables, video and music. The text can be read by native speakers. The advantage of the presentation is the following: - in activating the entire group; - in a combination of classroom and extracurricular work of students; - saving teaching time; - in a combination of various text, audio and video visualizations. When organizing classes using presentations, information is provided to students in a colorful way, using animation effects; in the form of text, diagrams, graphs, drawings. All this makes it possible to explain the educational material more clearly and accessible than orally [1, 576].

A modern computer is an effective means of optimizing the conditions of mental work. Today, new methods using Microsoft Power Point presentations are opposed to traditional foreign language teaching. This form of organizing classes is the most accessible form for both the teacher and the student. In addition to working using Microsoft Power Point presentations, foreign language lessons include:

- the use of phonetic exercises;
- learning vocabulary;
- learning to read;
- training in dialogical and monologue speech; - practicing grammatical phenomena.

When introducing to the development of thematic vocabulary, when working with computer programs, demonstration, consolidation and control are necessary. The teacher selects a slide show; students watch and write down new words.

When practicing pronunciation and consolidating vocabulary, students work individually or in pairs, memorizing words and expressions.

When practicing certain grammatical structures, animation effects are used: highlighting grammatical phenomena in bright colors, inserts and pictures facilitate understanding. At the same time, teachers should not use animations in large quantities, as this distracts from the content. Changing slides and pictures should be simple; the presentation should not replace the textbook. It is recommended to put on slides that part of the information that is difficult to explain in words or difficult to perceive by ear (tables, drawings, diagrams, multimedia components, etc.).

In English classes, students can prepare their own presentation on a specific conversational topic. In this case, the computer serves as a means for searching for the necessary information, as well as a stimulus for the formation of speech statements. The colorful design of the presentation arouses great interest among students and solves the problem of using visual material. The Internet provides unique opportunities for both those who teach English and those who study it [5, 1090]. One of these capabilities is the extraction and use of information. The ability to work with a huge flow of information is necessary today for specialists in any field.

Modernization of the education system opens up new horizons and opportunities, but at the same time places increased demands on the professional competence of the teacher. The task of educating a student who is comprehensively developed and prepared for life and interaction in the modern information society can only be solved by a teacher who is proficient in modern pedagogical and information technologies. It is already becoming obvious that one of the most important components of a teacher's professional competence is the degree of his readiness to use modern information and communication technologies (ICT) in his professional teaching activities.

Computer technology and foreign language lessons are a current direction in methodology that requires new approaches and non-standard solutions. The use of ICT requires the teacher to rethink the forms and methods of work. It is clear that new multimedia technologies provide a high effect in teaching a foreign language if they are supported by advanced methodological techniques [15, 3518]. Along with this, it is necessary to understand that a computer cannot replace a teacher in the classroom. It is necessary to carefully plan your time working with a computer and use it exactly when there is a real need for it. The computer, without replacing the teacher in foreign language classes, is an effective assistant that allows you to improve the quality of teaching and control.

Conclusion:

In conclusion, we can say that the skillful use of information and communication technologies in English lessons not only increases efficiency, but, above all, helps to increase the cognitive needs of students. Every English teacher is able to plan his lessons in such a way that the use of computer support is most productive, appropriate and interesting for students; fascinating and memorable entertainment, brightness and novelty of computer elements of the lesson. Moreover, it is possible to use a presentation

in the educational process at various stages of learning, while its essence as a visual aid remains unchanged, only the form changes depending on the intended purpose of its use.

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