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ACTIVATION OF THE COGNITIVE AND INFORMATIVE PROCESS IN TEACHING FOREIGN STUDENTS (PRE-LEVEL PREPARATION STAGE)

Sira Larisa

teacher

Zaporizhzhya State Medical University

Zaporozhye, Ukraine

Summary: The article deals with the use of non-traditional forms of conducting classes that promote interest to the study of the subject, develop the creative independence of foreign students, get used to working with various sources. It is shown, on the example of studying the course "Ukrainian language", the expediency of using non-traditional forms of teaching as one of the methods of activating educational and cognitive activity.

Keywords: unconventional forms, cognitive activity, playing lessons, intellectual game, debate.

The purpose of the article is to substantiate the need to use non-traditional forms of learning when teaching the Ukrainian language as one of the means of activating educational and cognitive activity.

Today, both the traditional and non-traditional forms of teaching are widely used in teaching the Ukrainian language at the pre-university stage of preparation. In no way giving up traditional forms of higher education, non-traditional forms are increasingly used as they enhance students, develop their individual abilities, erudition and imagination, and foster dialogue between the teacher and students.

The cognitive activity of students is mainly collective, which creates the preconditions for interaction between the subjects of learning and enables the exchange of intellectual values.

For the effective activity of foreign students, it is important to use non-traditional forms in the educational process.

Today, more and more attention is being paid to man as a person - his consciousness, spirituality, culture, morality, as well as the level of development of intelligence and intellectual potential. Therefore, there is no doubt of the utmost importance, the urgent need for such training of highly qualified specialists with knowledge, general culture, ability to think independently and flexibly, to take initiative, creatively to solve vital and professional issues. Full assimilation of knowledge involves the formation of such cognitive actions that constitute specific techniques that are characteristic of a particular field of knowledge.

The peculiarity of these methods is that their formation is possible only on certain subject material. For example, one cannot form linguistic thinking without dealing with linguistic material, without forming specific actions that are characteristic of a given field of knowledge, and logical techniques cannot be formed and used. Thus, in each field of knowledge for the development of specific thinking, you also need to learn the techniques that are required to work in this field of knowledge.

These techniques of cognitive activity reflect the specific features of this scientific field, less versatile and can not be mechanically transferred to any discipline. The teacher should see large reserves of use in the educational process of modern achievements of science and technology, which are not yet sufficiently used. The degree of achievement of the goal set by an individual student depends essentially on how well the learning process is built taking into account all the specified features of the student.

International students are not interested in what they know. But to learn a new one requires a desire. It is necessary to interest foreign students not only in a specific subject, but also in the process of acquiring knowledge when learning becomes fun. Therefore, it is necessary to create conditions during the classes so that the foreign student is able to create knowledge for himself.

No one will guarantee that the word spoken by the teacher will become knowledge for a foreign student. The main purpose of the educational process is not to acquire students specific knowledge, but to acquire the skills to acquire new knowledge, to discover them for yourself.

Activity is a means of realizing the potential of foreign students to achieve the goal of study, and the level of activity can be assessed by the end result, but it is necessary to take into account the existing level of knowledge of the foreign student and ways of obtaining the result.

The thinking mechanisms are far more complex and subtle than the words "play, realize, and save in memory". The ability to create knowledge is a natural and integral feature of human thinking, so it must be taken into account in the educational process. The teacher should organize the educational activity so that the foreign student has the opportunity to make a discovery for himself, as a result of which he synthesizes knowledge, establishes relationships between various phenomena, draws conclusions, forms new definitions.

An important and indispensable condition for the use of non-traditional forms is the creativity and initiative of the teacher, which provides a non-standard teaching, a successful choice of teaching methods.

In order to attract foreign students to the learning activities, it is important to use the interesting ones, which helps to increase the efficiency of the learning process.

But the use of the interesting as an end in itself has the opposite effect - students come to classes for fun and enjoyable time, learning a discipline is not important to them, and the teacher is needed only to not be bored. There are no age restrictions for using interesting ones. It is only important to take into account the age characteristics of students, the orientation of learning, the availability of the material taught. Students listen to the submitted material with interest and, as the attestations show, the learning material is more memorable. When selecting an interesting thing, it is important to determine its place in the educational material, its orientation, consistency with the stated purpose of the classes, the level of correspondence of the interesting level of preparation of students [2, 371-375].

Let us consider the unconventional forms and means of education introduced by us, which intensify the educational and cognitive activity of foreign students in the process of learning the Ukrainian language.

One of the main factors that activate classes is their game character. Educational and pedagogical games fill the gap in the learning process, which cannot be compensated by other methods [1, 29-36].

Playing with game elements reinforces and deepens knowledge. What may seem difficult and uninteresting in a normal situation becomes easy and exciting in the game. Playing classes are interesting for students of all ages. During such classes, it is possible to submit non-standard form of educational material, which in the traditional form is very poorly and without interest, to conduct general lessons on the topic. Role playing games in the Ukrainian language is an effective tool for increasing the interest of foreign students in the subject. They can be used as a lightweight and exciting form of control. Playing lessons in the Ukrainian language, you can win not only with the motivation of students, but also in their knowledge. The result of increased activity, efficiency of non-traditional, non-standard and improved traditional forms of conducting lessons in the Ukrainian language is:

1. Occurrence of interest and in some cases love of the subject.
2. The classes are dominated by a creative, trusting, homey atmosphere of knowledge.
3. Establishing a contact of mutual understanding, respect, desire to work together.
4. The desire and need to think, create, perform the exercises independently.
5. Students find it interesting to learn, and the teacher is interested in teaching them.

We offer for example the intellectual game "Culture, traditions, customs of different cities of Morocco"

An intellectual game is a kind of game based on the application of the intelligence of its players.

Purpose of intellectual game: to expand the circle of knowledge about customs and rituals of the Moroccan people, to develop creative abilities, positive traits of character of students, to cultivate respect and to instill love for national traditions and customs, native land, to strengthen their sense of national pride and dignity.

There were such tasks in this lesson:

1. "Add words" Write the words of the suggested letters (Fig. ABDIMNORSTIMABADT

What words came out? (FAMILY, MOTHER, KIND, SON, FAMILY, DAY, BABY, GRAND, GRAND, DAD).

Family is your home, your guardian. Protect and honor your own family, your family. Always be polite and courteous to all family members. Study the history of its kind, continue its traditions.



Fig.1. Add words

2.« Folk manners»

3. «National and state holidays»

4. Competition «Who more to call Moroccan dishes»

Another unconventional form we use when teaching foreign students is disput. A dispute is a formalized discussion, built on pre-prepared speeches of participants - representatives of two rival teams.

Sometimes, teachers describe the division of the group into two, three or more teams, in order that each should defend their own thesis. During the debate, the participants should carefully consider all the reasons and arguments of the opposing party, who supports another point of view, in order to find vulnerabilities in statements and

statements, logically justify their own statements, based on the proof "from the opposite".

During the discussion students discuss not only the questions suggested by the teacher, but also those that have arisen in preparation for it. In addition, students acquire the ability to work independently with various sources of information; master the methods of analysis and synthesis; form the ability to summarize, draw conclusions and make suggestions. In the process of debate, ie clashes of different views and opinions, students' knowledge is refined, deepened, corrected; they learn to reasonably defend their thoughts, beliefs, ideas. In this respect, debate is one of the means of transforming knowledge into conviction. It depends on how the teacher asks questions, stimulates the autonomy of students' statements and judgments, encourages mutual understanding and cooperation; ensures unity of goals and aspirations. It is also important to adhere to the requirements of the debate, it is: free exchange of views; at the debate all active; everyone advocates and criticizes any provisions that he or she disagrees with; the main thing in the debate - facts, logic, ability to prove; facial expressions, gestures, exclamations are not accepted as arguments. Yes, at the pre-university stage, we had a debate on " Environmental Issues and Addressing These Issues in Ukraine and Morocco»

Students talked interestingly, discussed environmental issues in Morocco and Ukraine, and sadly, they are very similar. They made conclusions about solving these problems.

Summarizing the debate, it is necessary to evaluate not only the content of the speeches, but also the form of their statements; to pay attention to the formation of the ability of foreign students to defend their thoughts and beliefs correctly.

An important point in the discussion process is to encourage collaboration, which is characterized by an interactive approach, which is not only able to clearly, clearly and meaningfully express their own thoughts, but also the ability to listen and hear the opposite thoughts in order to make their comments at a specific time. to the situation of speech.

Of course, the debate is of particular importance in the process of preparing foreign students for future professional activity, because the speech function is essential for any specialist, both during training and in the course of work.

Intellectual games and disputes have a positive influence on the formation of students' cognitive interests, contribute to the conscious acquisition of the Ukrainian language. They contribute to the development of such qualities, independence, initiative; nurturing a sense of collectivism. Students actively, enthusiastically work, help each other, listen carefully to their friends, and the teacher only manages the learning activities.

Non-traditional forms of classes provide an opportunity not only to raise students' interest to the subject, but also to develop their creative independence, to learn to work with different sources of knowledge. Such forms of training will diversify the tradition of teaching, enliven the thought.

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