

состоят в развитии личности обучающегося, его конструктивно-поискового мышления, совершенствовании навыков исследовательской деятельности. Следовательно, сам педагог тоже выигрывает в этом двустороннем процессе, потому что получает новое профессиональное развитие в контексте получения новых навыков и компетенций в цифровой образовательной среде. Таким образом, информатизация образования объективно влечет за собой реорганизацию учебно-методической работы; повышение требований к преподавателю и изменение его роли; возрастание роли личности обучающегося и его индивидуальных особенностей; резкое увеличение объема доступных информационных ресурсов.

Заключение: с учетом вышесказанного, при конструировании и реализации педагогического дизайна на цифровых платформах рекомендуется:

- изучать академические основы психологии, общие принципы функционирования человеческой психики,
- учитывать законы психического восприятия (перцепции) при размещении учебной информации,
- принимать во внимание функционирование психических познавательных процессов учащихся, их клиповое мышление при создании учебного контента,
- при создании учебного материала целесообразно опираться на теоретические и практические принципы таксономии Блума,
- научиться четко алгоритмизировать и определять структуру работы образовательной онлайн платформы,
- планировать результаты обучения с помощью принципов педагогического дизайна,
- уделить детальное внимание разработке технического этапа, на котором проверяется логика курса, связь между темами, заданиями,
- изучить, в том числе IT- специалистам, педагогам, современные подходы к разработке педагогического дизайна учебного контента с учетом психологических знаний,
- научиться, опираясь на целеполагание, выбирать способ проектирования образовательных программ для достижения нужного результата,
- разработать цифровые методики оценки эффективности обучения в режиме онлайн,
- использовать современные подходы подачи учебной информации в соответствии с требованиями конкретного образовательного учреждения,
- привлекать к разработке педагогического дизайна специалистов, экспертов, имеющих практический опыт работы в области образования.

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УДК 811.1/8

THE COGNITIVE APPROACH TO THE DEVELOPMENT OF STUDENTS' SKILLS TO OVERCOME GRAMMATICAL INTERFERENCE

E. Lazareva, FMME, BNTU, Minsk

Резюме – в статье описывается важность опоры на принципы когнитивного подхода такие как сравнительно-сопоставительном изучении родного и иностранного языков, учет основных грамматических трудностей при изучении иностранного языка, русскоязычная база в процессе изучения иностранного языка, учет проблемности и коммуникативной направленности, функциональность при развитии у студентов навыков преодоления грамматической интерференции. Следование этим принципам позволяет уменьшить грамматическую интерференцию в языковом поведении учащихся и сформировать соответствующие культуре грамматические концепты.

Ключевые слова: грамматическая интерференция, когнитивный подход, лингвокультурологические особенности.

Introduction. Overcoming grammatical interference in students is a very difficult task. In this regard, many scientists are seeking ways to the maximum reduction in the formation of grammatical competence in the English language (L. Bobodzhanova, N. Demina, N. Kondakov, etc.) [1, 2, 3, 4].

Main part. In the process of overcoming grammatical interference is considered most appropriate reliance on cognitive approach. The process of overcoming grammatical interference should be aimed at forming an orientation basis for mastering the language being studied in the process of involving students in various activities. Within the framework of the cognitive approach, in order to form students' abilities to overcome grammatical interference, it is necessary to compare grammatical concepts of native and foreign languages, to recognize similarities and differences of linguistic phenomena in the two languages in the process of comparative analysis. The cognitive approach should promote the development of the learner's foreign language thinking, and not the automatic selection of grammatical analogues for the verbalization of grammatical concepts in a foreign language. Content-based learning should include the development of skills to overcome the most common types of grammatical interference. Thus, N. Demina believes that, taking into account the nature of the most common grammatical errors, it is important to correct fragments of the grammatical minimum, the assimilation of which will allow to acquire knowledge and skills to overcome grammatical interference. The minimum contributes to the concretization of the volume of knowledge and skills of students; includes vocabulary taking into account the functioning of a certain grammatical form within specially selected topics and situations that are implemented in the process of studying grammatical phenomena [2, p.25].

The method of overcoming grammatical interference should contribute to the formation of a unified cognitive base among students, and should also be based on the use of an algorithm that includes the following stages: awareness and identification of a grammatical phenomenon; formation of a grammatical concept; prediction of possible grammatical difficulties; interpretation of the function of a grammatical phenomenon in the languages studied; systematization and generalization of experience; use of the studied grammatical phenomenon in real communication situations. Overcoming grammatical interference based on the cognitive approach involves the implementation of the following principles: comprehensive comparative study of native and foreign languages; consideration of the main grammatical difficulties in learning a foreign language; reliance on Russian in the process of learning a foreign language; consideration of problematic and communicative orientation; the principle of functionality.

The principle of comparative language learning implies the development of skills to differentiate different approaches of foreign speakers to reality and the picture of the world. The principle of problematic and communicative orientation in the development of grammatical material implies taking into account the grammatical difficulties of the language being studied in the process of teaching intercultural communication, and also allows for better identification of linguistic and cultural features of grammatical phenomena in various communication contexts. The principle of functionality helps students to master the functions of using grammatical phenomena in a foreign language. Russian and English linguoculturological features systematization, which are manifested at the semantic, morphological-syntactic and communicative levels of the grammatical concept, helped to reveal that the linguoculturological features of grammatical phenomena of the Russian and English languages at the semantic, morphological-syntactic and communicative levels of grammatical concept is determined by the specific skills of overcoming grammatical interference by students in the process of learning a foreign language [5, p.22]. Thus, at the semantic level of the grammatical concept, the following skills should be developed in students: - differentiate different approaches of foreign speakers to the perception of space - differentiate different approaches of foreign speakers to the perception of movement - differentiate differences in the perception of time; - to correlate impersonal sentences and nominative constructions based on their cultural characteristics of the compared languages; - correlate knowledge about the presence or absence of gender, case, and article categories in the respective languages. - differentiate the categories of politeness At the morphological and syntactic level of the grammatical concept, skills should be developed: - to choose culture like morphological and syntactic ways of expressing the concepts of "TIME", "SPACE", "MOVEMENT"; - correlate and decode the form, based on the peculiarities of perception by foreign speakers of the space, movement and time; - generate statements using verbs in active and passive voices; - use punctuation to convey emotions, taking into account the peculiarities of perception of reality by foreign speakers and their picture of the world; - correctly formulate sentences taking into account the fixed word order in English; Skills should be developed at the communicative level of the grammatical concept: - to correlate categories of emotionality in comparable linguistic cultures; - interpret the communicative situation; - use punctuation to convey emotions, taking into account linguistic and cultural features - to differentiate socio-cultural relations and cultural values of speakers of the compared languages.

Conclusion. The process of overcoming grammatical interference should be consistent and step-by-step: as new grammatical material is mastered, exercises to overcome grammatical interference should become more complicated as the grammatical material becomes more complex. Thus, the implementation of a cognitive approach to overcoming grammatical interference makes it possible to develop the skills of overcoming grammatical interference at the semantic, communicative and morphological-syntactic levels of grammatical concepts, taking into account the linguistic and cultural features of grammatical phenomena of a foreign language.

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УДК 372.881.111.1

USE OF PROJECT METHOD IN TEACHING FOREIGN LANGUAGE AT A NON-LINGUISTIC UNIVERSITY

G. V. Prybylskaja, FMME, BNTU, Minsk

Abstract – at the present stage, the higher school sets the task of raising the intellectual level of development of future graduates who are able to freely communicate with representatives of other cultures in a foreign language.

Key words: foreign language, manager, vocational education, self-study, project methodology

Introduction. Teaching students of non-linguistic universities a foreign language using a project methodology is one of the main tasks of a teacher. It is very important to provide students with an environment that will be as close as possible to the authentic use of the language for communication purposes. The project methodology allows you to achieve good results in the practical development of the language.

Under the project, we mean the joint activity of students and the teacher, united by a single theme and resulting in a foreign language speech activity, woven into the intellectual context of another activity.

Thus, we define project technology as a set of techniques and methods for organizing the process of joint activities of a teacher and students, which make it possible to put into practice research methods of teaching a foreign language, aimed at obtaining the final result in the course of the project.

The main part. The analysis of domestic and foreign studies made it possible to single out a number of essential characteristics of the design technology.

1. Pragmatic focus. The founder of the project technology was the teacher J. Dewey, who described the theoretical position as “learning by doing” - learning in practice. Students should know why certain knowledge is important to them, and for what specific tasks they can use it [1, с.94].

2. The complexity of the presentation of educational material. One of the requirements for the learning process, organized according to the project methodology, is the presence of an important problem in the research project. A problem is a practical or theoretical difficulty that the learner can solve only with the support of personal research work.

3. Activity planning. The implementation of this project implies its preparatory planning, on the one hand, by the teacher, on the other hand, by the teacher and students together.

4. Activities in cooperation. The work on the project is based on the idea of interaction and communication between students and the teacher, where the role of the teacher himself becomes the main one, and at the final stage - the partner one.

5. Group form of work. In the process of the general activity of trainees, the organization of their work in small groups is considered a necessary nuance, since this form of work implies the presence of more information, more creative potential in the process of finding ways to solve the problem.

6. Self-educational activity. The process of learning a foreign language, which is organized on the basis of a project methodology, makes it possible for students to create the necessary favorable conditions for independent work.

7. Research activities using the language being studied. The research nature of the project technology lies in the acquisition of the abilities of research work. The study of the problem of the project has the opportunity to take place both within the walls of the university and beyond. Students collect material, establish contacts with institutions, conduct interviews with museum staff, photograph objects, film material on video.

8. Focus on the final product. The implementation of the project ends with a demonstration of the final product in one form or another: a theatrical production, a video film, a report, a review, a magazine, a note, an exhibition.

9. Reflective self-assessment and self-monitoring. One of the key components of the project methodology is the involvement in independent activities of those teaching aids, materials and types of tasks that can help implement reflective self-assessment and self-monitoring by students at all stages of work on the project [3, p. 35].

There is a certain scheme according to which the process of working on a project is carried out. In this regard, it is worth listing the key stages: preparatory work, project implementation, presentation, discussion.

Let's consider the use of project technology on the topic “Job Interview” “Applying for a Job”. The following steps should be highlighted when working on this project topic:

1. For discussion, the problem of employment is proposed, which is relevant for students, since in a few months / years they will have to solve it in real life. The theme/problem, object of research, directions of work are determined.