
ON HELPING NON-LINGUISTIC STUDENTS BECOME MORE INSPIRED AND INDEPENDENT IN LEARNING ENGLISH



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ABSTRACT

The student's motivation in learning the subject is an important psychological factor in the study of any subject. Cognitive interest is an incentive that contributes to increasing the activity of students, improving their skills and abilities.

Therefore, constant concern for the development of students' cognitive interest is one of the main responsibilities of every teacher. A number of factors form the cognitive interest of students, such as: the correct organization of the educational process, the relationship between the teacher and students, the individual characteristics of students, educating them in the need to acquire knowledge of English, the use of various forms of work in the classroom, and many others. Arousing interest in the subject being taught is a responsible and difficult task that requires the teacher's enthusiasm, will, and pedagogical skill.

Keywords: *incentive, cognitive interest, educational process, to develop skills, to require enthusiasm and skills*

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that requires enthusiasm, will, and pedagogical skill from the teacher. [Smolina, 1990, p.40]

It is necessary to speak English to the students from the very start, so that they can see that you can really learn to speak a foreign language and maintain interest in learning the language at every lesson. To do this, I think over how to build each lesson, what technical means to use. When planning a lesson, I try to find ways to maximize the activation of students' activities, the development of their interactivity at each stage of work.

Today I would like to draw your attention to audio-visual means. I am happy to use audio-visual means, as far as our technical capabilities allow. This can be watching TV news, any video episodes, listening to audio recordings. This arouses students' interest not only in what they see or hear at the moment, but also in the country of the language being studied, the countries where this language is spoken. Listening to or watching audio-video recordings allows you to work at students' pronunciation, activate lexical and grammatical material, work out speech structures, stimulate students' interactivity, develop their creative potential.

You can use the video to develop listening skills. We pay a lot of attention to the development of all types of communication, but we should admit that the development of listening suffers most of all. [Soikina, 2003, p.25]

Teachers give texts to listen to in order to develop speaking skills, but usually they do not aim at understanding. Our students may be perfect at grammatical forms, possess a certain vocabulary, but they can't catch well what they hear. Recently, teachers have focused their attention on the use of authentic materials – interviews with native speakers, excerpts from speeches of political and state figures, excerpts from films, advertising material, etc. The idea is that when listening to natural speech, students do not have to translate every word in order to understand the essence of what was told.

Teachers can use videos, which were taken by the students themselves, if there are camcorders or video cameras. They can compose their own video news programs, play scenes from plays, sketches, interview visiting celebrities and local residents, record them on videotape and use it in class. Students themselves are very a fertile material for interviews.

Interview topics can be very diverse, as well as exercises following or preceding the interview. So, for example, before the interview, you can work out the key words on the topic. Then show the videotape twice: the first time for a general presentation,

the second time to discuss specific details. Then you can show certain scenes again for a more detailed discussion, reproduction of scenes in the form of a dialogue, a story, etc. You can offer students different types of tasks when watching a video, such as the choice of words and expressions, grammatical structures, speech models used in conversation and discussion.

It is important that the viewing is conscious. Students should be aimed at specific viewing or listening, while it is necessary to ensure that students achieve this goal and they are provided with the necessary assistance in time when viewing, so that the desire to complete the task is not lost. Understanding what students see or hear can be achieved by performing various tasks during the viewing process. Students can decide themselves how many times they need to watch a movie or episodes from a movie.

Students do not only work at the language, but also learn the culture, customs, lifestyle of the people of the language being studied. This stimulates the work of students, because they see the importance of their efforts invested in learning a foreign language. [Kambarova, 1991, p.37]

The video material can be used in the development of students' scientific activities. The screening of the PBS science program "Battle of the Bison" shows a small area of forest in Poland, which has been preserved, as in prehistoric times, with bison, unusual trees and small beautiful horses. They cannot be seen anywhere else.

Excerpts from the PBS series “The Story of English“ are related to the history of the development of the English language, how the language has evolved and changed over time and why people need to learn other languages.

Language is closely connected with history, art, and music. By showing students such video programs, teachers broaden the horizons of students. They help to feel the close connection of language and life.

Video technology will help the teacher to provide a better auditory perception of students. It is easier for students to make a semantic connection in cases when they did not understand some words. The video material should in no way completely replace the teacher in the lesson. The use of video material should be a sober pedagogical calculation of the teacher. Well-prepared and used video material will qualitatively change the perception of educational material by students and stimulate the study of a foreign language at the proper level.

The key task of teaching students a foreign language at university is not only their practical command of the language, but also the development of their conscious

desire for this goal. Hence, an important point in our work is the development of students' interest in learning a foreign language.

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