

O. V. Nazaruk

ORCID <https://orcid.org/0000-0001-7158-251X>*I. Horbachevsky Ternopil National Medical University***DEVELOPMENT OF THE FOREIGN STUDENTS' COGNITIVE ACTIVITY
AT THE PRACTICALS OF UKRAINIAN**

O. V. Назарук

*Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України***РОЗВИТОК ПІЗНАВАЛЬНОЇ АКТИВНОСТІ В ІНОЗЕМНИХ СТУДЕНТІВ
НА ПРАКТИЧНИХ ЗАНЯТТЯХ З УКРАЇНСЬКОЇ МОВИ**

Abstract. The effectiveness and use of methods of cognitive activity for practicals of Ukrainian as a foreign language have already been revealed and theoretically substantiated. Interpretation of cognitive activity methods based on generalization of definitions of some researchers is presented in the article. A survey was conducted among teachers of the department who teach Ukrainian language to foreign students of I. Horbachevsky Ternopil National Medical University. As a result of the survey based on the question: "What methods are the most effective for the development of cognitive activity of foreign students?", it turned out that teachers apply the method of situational modeling, which involves the creation of various non-standard situations and the use of games of educational and professional orientation, in which students develop imagination and creative thinking most often for their professional activities. They also use the heuristic Method which encourages students to search independently, to master the techniques of active speech communication, to formulate and solve learning problems. The following methods of cognitive activity are also considered in the article: information and development method, practical methods, dialogical methods, business game method, communicative method, stimulation method, reproductive method, binary method, video analysis method, control method, demonstration method and Microphone method. The conducted research shows that in all possible ways foreign students should strive for knowledge, practical skills and abilities. In general, each student is a unique personality, which requires a special attitude in the learning process. Also, for the effective development of foreign students' cognitive activity during the Ukrainian language classes, a complex application of the most effective methods of cognitive activity is required.

Key words: cognitive activity; methods of cognitive activity; foreign students; Ukrainian language; future doctors.

Анотація. У статті розкрито та теоретично обґрунтовано ефективність використання методів пізнавальної активності на практичних заняттях української мови як іноземної. Подано трактування методів пізнавальної активності на основі узагальнення визначень деяких дослідників. Проведено опитування серед викладачів кафедри, які викладають українську мову в іноземних студентів Тернопільського національного медичного університету імені І. Я. Горбачевського. На основі поставленого запитання «Які методи найбільш ефективні для розвитку пізнавальної активності іноземних студентів?» з'ясувалось, що найчастіше у своїй професійній діяльності викладачі застосовують метод ситуативного моделювання, який передбачає створення різних нестандартних ситуацій та використання ігор навчальної та професійної спрямованості, в яких студенти розвивають уяву і креативне мислення. Також евристичний метод – що спонукає студентів до самостійної пошукової діяльності, оволодіння прийомами активного мовленнєвого спілкування, постановки й вирішення навчальних проблем. У статті розглянуто ще такі методи пізнавальної активності, як: інформаційно-розвивальний метод, практичні методи, діалогічні методи, метод ділової гри, комунікативний метод, метод стимулювання, репродуктивний метод, бінарний метод, метод аналізу відеоматеріалів, метод контролю, метод демонстрування та метод «Мікрофон». Проведене дослідження свідчить, що всіма можливими способами потрібно розвивати в іноземних студентів прагнення до знань, вмій та практичних навичок. Адже кожен студент – це неповторна індивідуальність, що потребує до себе особливого ставлення у процесі навчальної діяльності. Також для ефективного розвитку пізнавальної активності іноземних студентів на заняттях української мови необхідне комплексне застосування найбільш ефективних методів пізнавальної активності.

Ключові слова: пізнавальна активність; методи пізнавальної активності; іноземні студенти; українська мова; майбутні лікарі.

Introduction. Due to the integration of Ukraine into the European educational space, foreign students have the opportunity to study at the Ukrainian higher educational institutions. In this regard, the adaptation of foreign students to Ukrainian society is crucial.

According to the Ukrainian National Center for International Education 75605 foreign students from 154 countries of the world studied in Ukraine in 2011–2018 academic years. Among them there are India, Morocco, Azerbaijan, Turkmenistan, Nigeria, Egypt.

Medical specialties are most popular. In particular, the I. Horbachevsky Ternopil National Medical University enrolls more than 2,000 international students from around 60 countries (India, Ghana, Poland, Nigeria, the USA).

While training foreign medical students the priority is given to language training of future doctors, which is an important factor not only for their quick adaptation and integration into the educational environment of Ukraine, but also for further professional activity. The foreign students' studying of Ukrainian language is intended to provide a function of international communication. According to the order of the Ministry of Education and Science of Ukraine No. 997 of 18.08.2016 there is an urgent need "to ensure the study of the state language by foreign students and graduate students in the amount necessary for education and everyday communication in accordance with educational programs".

There are some necessary conditions for increasing of foreign students' cognitive activity in the process of learning the Ukrainian language i.e. ensuring the effectiveness of the use of methodical techniques and didactic means; the ratio between the amount of training material and the time spent studying it; taking into account the level of preliminary preparation of students; realization of individual approach to student's educational activity; effective organization of independent work during classes.

The educational process in a higher educational establishments is a complex and multifaceted phenomenon, which results in the preparation of a responsible, active, proactive and qualified future physician who is able to solve complex professional tasks at a high level. Foreign students are indispensable in the process of studying in pairs, independent work and self-control.

It should be noted that the researchers consider cognitive activity to be the mental state of the subject as his or her personal education, which expresses a relation to the process of cognition. Cognitive activity, as a personality trait is revealed and formed in the activity, determines the intensity and nature of the learning process.

It is expedient to take into account the opinion of L. Vygotsky, who noted that "cognitive activity is a conscious activity aimed at knowing the surrounding reality through such mental processes as perception, thinking, memory, attention, language" [1].

According to psychologists, there are other indicators of cognitive activity such as initiative, vigor for

activity, inquisitiveness, honesty, purposefulness and creativity. The highest level of cognitive activity is the creative level when the object becomes not the passive listener but the active participant and also the creator of the learning process.

Psychologists and educators believe that the development of the foreign students' independence is one of the important goals of teaching and this process occurs not spontaneously, but as a result of pedagogical influence on the part of the teacher, which implies the activation of independent educational and cognitive activity of future doctors.

The problem of development of foreign students' cognitive interests, education of their needs for knowledge and self-education, formation of ability to work with sources of scientific information, and selection of necessary for their general development and future professional activity are urgent.

The aim – to find out the effectiveness of the methods of development of foreign students' cognitive activity in the Ukrainian language classes.

Methods. For more accurate research, a number of methods were used: a questionnaire (directly for the selection of effective questions), comparison and analysis of the study itself, observation method.

Results. In 2020, at the Department of Ukrainian Language of Ternopil National Medical University, we conducted a survey among teachers who teach Ukrainian to foreign students. We have received rather interesting answers to the question: "What methods are the most effective for the development of foreign students' cognitive activity?"

According to the respondents, by the level of efficiency of application of methods (Fig. 1), the first place among the above-mentioned ones took the method of modeling role-playing situations (19 %), the heuristic method (14 %) was in the second place, information and development (11 %) had the second place, the fourth place was shared by practical methods (7 %), dialog method (7 %), business game (7 %) and communicative method (7 %). To a lesser extent teachers use the stimulation method (4 %), the reproductive method (4 %), the binary method (4 %), the method of video analysis (4 %), the control method (4 %), demonstration method (3 %), "microphone" method (2 %) in their professional activities.

It should be noted that most teachers find it advisable to use an interactive whiteboard when working with international students. The advantages of teaching using an interactive whiteboard are: information is

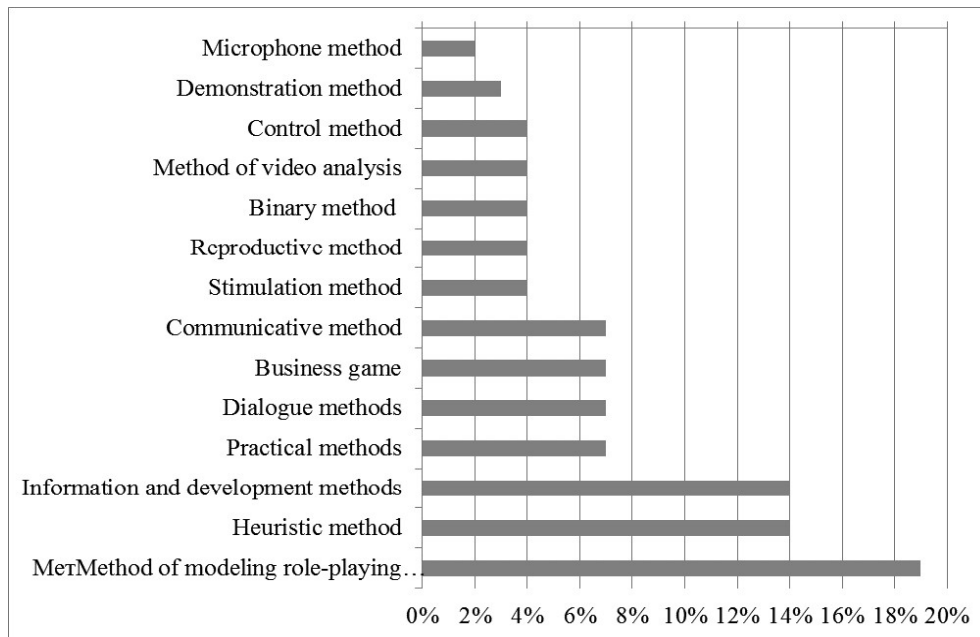


Fig. 1. Methods of development of students' cognitive activity.

perceived faster and more efficiently with illustrated material; the teacher has the opportunity to make graphic comments; the ability to show slides, display videos and animations.

Visual memory greatly increases the efficiency of the learning process. The teacher cannot reproduce the objects and phenomena with chalk with such precision. Therefore, an interactive whiteboard with its additional features comes to the rescue. The possibility of students' interaction with educational material is also expanding.

The situational modeling method involves the creation of a variety of non-standard situations and the use of educational and professional orientation games where students develop imagination and creative thinking. This method is an effective means of developing professional and communication skills.

In his work "Encyclopedia of interactive learning" O. I. Pometun identifies situational models (examples) used in the classroom. Situational models are teacher-created situations where students lose the simplified procedures associated with the real public institutions and everyday situations. These are role-playing games, using specific roles and an algorithm of actions that students have to perform. They serve to consider situations and examples of slow-motion life [2].

The heuristic method supposes the interaction of the teacher and the students on the basis of creating information-cognitive contradiction between the theoretically possible way of solving the problem and the inability to apply it practically. The ancient Greek

philosopher Socrates gave the start to a new science called heuristics. Heuristics means "discover" or "find" in Greek. Socrates argued that the conversation helps to discover something new or unknown. The teacher, having defined the volume, level of complexity of the educational material, presents his material in the form of a heuristic conversation, discussion or didactic game, combining a partial explanation of the new material with the formulation of problem questions, cognitive tasks or experiment. This encourages students to search independently, to master the techniques of active speech communication, to formulate and solve learning problems.

Information-development methods suggest an oral presentation of the teacher, a story, the work with the book. The story is a monologue presentation of educational material used for consistent and emotional communication of knowledge. Working with a book is a multifunctional method of the verbal group, which consists in the processing of different literature types and aims at the formation of new knowledge, their consolidation, development of skills and abilities, and the implementation of control and correction function in terms of lesson and extra-curricular training.

Practical methods involve different types of student and teacher activity, but require great student autonomy in learning. These include exercises, laboratory works, practicals, graphic and research work. The main purpose of this group of methods is to obtain information from students on the basis of completed practical work.

The essence of the *dialogical method* of teaching is to create the second type of problem situation (rarely the first type) i.e. the contradiction between previously learned knowledge and new practical conditions for their use. This method is “transitional” from the methods of teaching educational material to the methods of organizing students' independent cognitive activity. In its application form the average (executive-research) level of problem, characteristic for the activity with the use of research and executive procedures necessary for practical work.

A *business game* is a method of finding solutions to a conditionally problematic situation. Business Game Elements: Role Breakdown, Competitions, Special Rules, etc. Business game is used as a method of actively training its participants to develop their decision-making skills in non-standard situations, as well as a means of testing abilities. According to the methodology of conducting business games are divided into: innovative, organizational-activity, imitation and remote.

The *communicative method* is based on the communicative theory of language, according to which the purpose of language learning should be the formation of communicative competence. Linguistic theory of functional use had a significant influence on the creation of the method. Unlike the traditional (grammatical-translation) technique, the main purpose of teaching a foreign language by this method is to teach not the language system. Its application is mostly oral communication. The main means of communicative teaching is not just the written texts and grammatical exercises, but situations that simulate real communication.

Methods of stimulation are methods of influence on the motivational sphere of the personality, aimed at encouraging pupils to improve their behavior, to develop their positive motivation. The psychological and pedagogical basis of this group of methods is motivation and coercion. Incentive methods help the pupil to form the ability to properly assess their behavior, which helps them to understand the meaning of their life, the choice of motives and goals, that is, what is the essence of motivation.

The *reproductive method* enables the transfer of a large amount of training information in a minimum amount of time, without great effort. However, it does not sufficiently develop the flexibility of thinking, searching skills.

Binary (double) methods involve combining a method and a form or two methods into a single

whole method. The Ukrainian didactic A. Aleksyuk classified the binary group of methods according to the source of knowledge (verbal, visual and practical), combining them according to the appropriate forms and defining four levels of their application: information, problematic, heuristic, research. For example, the combination of visual method of teaching with others makes it possible to form a visual-illustrative method, visual-problematic, visual-practical, visual-research, etc.

Video analysis is a visual multifunctional method of training, which consists in the use of video materials and activates visual and sensory perception, provides easier learning.

Control methods are the means by which the effectiveness of educational, cognitive and other activities of students and the pedagogical work of a teacher are determined. Methods of control are a set of methods that allow to check the level of students' mastery of knowledge, skills and abilities [3]. The most accessible method of control is the systematic, focused and constant observation of the students.

Demonstration method is a method of teaching, which is a visual and sensual introduction of students to the phenomena, processes, objects in their natural form. This method is used to familiarize with the external and internal structure of objects. The effectiveness of the demonstration method depends on the organization of active independent cognitive activity of the student [4].

The *microphone method* enables each student to say something quickly and according to the established queue, answering questions or expressing their opinion or position. The rules of application of the method are as follows: only the student who has a microphone should speak; responses are not commented on or evaluated; when someone speaks, others cannot speak or shout.

Conclusions and Prospects for Research. The conducted research shows that in all possible ways foreign students should strive for knowledge, abilities and practical skills. All in all, each student is a unique personality, which requires a special attitude in the learning process. Also, for the effective development of foreign students' cognitive activity in the Ukrainian language classes, a complex application of the most effective methods of cognitive activity is required.

Prospects for further scientific research are seen in the study of psychological and pedagogical foundations of studying Ukrainian language by foreign students.

List of literature

1. Выготский Л. С. Педагогическая психология / Л. С. Выготский. – М. : Педагогика, 1991. – 387 с.
2. Пометун О. І. Енциклопедія інтерактивного навчання / О. І. Пометун. – К. : А.С.К., 2007. – 144 с.
3. Фіцула М. М. Педагогіка : посібник / М. М. Фіцула. – К., 2002. – С. 120–125.
4. Чайка В. М. Основи дидактики : навч. посіб. / В. М. Чайка. – К., 2011. – С. 104, 121.

References

1. Vygotsky, L.S. (1991). *Pedagogicheskaya psikhologiya [Pedagogical psychology]*. Moscow: Pedagogika [in Russian].
2. Pometun, O.I. (2007). *Entsyklopediia interaktyvnoho navchannia [Encyclopedia of the interactive learning]*. Kyiv: A.S.K. [in Ukrainian].
3. Fitsula, M.M. *Pedahohika. Posibnyk [Pedagogy. Tutorial]*. Kyiv [in Ukrainian].
4. Chaika, V.M. (2011). *Osnovy dydaktyky: navchalnyi posibnyk [Fundamentals of didactics: tutorial]*. Kyiv [in Ukrainian].

Received 03.02.20
Recommended 05.02.20

E-mail address for correspondence: nazaruk@tdmu.edu.ua