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**ROLE OF INFORMATION IN THE FIELD
OF COGNITIVE ACTIVITY OF STUDENTS**

**[Л.С. Хадарцева, Л.Ф. Дзилихова, Э.С. Бигаева Роль информационного
поля в процессе познавательной деятельности студентов]**

Рассматривается учебный процесс как сложная система оперирования информационными потоками, часть которой состоит в развитии умений ориентироваться в современном информационном пространстве, находить, анализировать, воспринимать и передавать нужную информацию. В преподавании иностранным языкам особое значение приобретают идеи развивающего обучения, главной целью которого становится формирование личностной активности обучаемых. Авторы статьи обращают внимание на цель взаимодействия в системе «преподаватель-студент» – формирование теоретического и практического мышления, познавательной деятельности и развития личности будущего профессионала.

Ключевые слова: информационное поле, процесс обучения, познавательная деятельность, личностное развитие студента, самостоятельная деятельность, иноязычная коммуникативная компетенция, профессиональная культура.

The reformation of the system of higher education and the introduction of new educational technologies in the educational process should be seen as an essential condition of the creative intellectual and moral development of students. The ongoing need to improve the structure and content of the pedagogy of higher education stipulated of social changes taking place in the context of integration of Russian education in the European educational space. The methodological basis for this process is the principle of functional unity of content and procedural sides of training and education, which reflects both the inability to implement the educational process is didactic, and implementation of the educational process is a particular its content. The key concept of deep pedagogical process of modern university is the personal development of each student. To improve the quality of training and the level of education students have been and remain a priority in modern methods of teaching a foreign language. Social order of society in the field of foreign language teaching puts the task of developing the student's personality,

strengthening humanistic learning content, fuller realization of educational and developing potential of the subject in relation to the individuality of each student [7].

Recent years have found that the higher school didactics limited to such conditions as teacher's professionalism, knowledge of the subject, ability to inspire students, practice ownership of the subject matter and scientific outlook. However, the learning process in higher education should be understood as a complex system operating information flows. An important task is to work with students to prepare them for independent cognitive activity. Part of this problem is not only in the process of mastering a particular organization or the amount of information, but also to develop their skills to navigate the information flow, to find, analyze, perceive and transmit the necessary information [10].

The concept of information has recently attracted the attention of specialists in various scientific fields. The information is not a mechanical connection; it is the dynamic act of expressing assessment of phenomena, processes, objects, the act on the causal impact of changes in the state system and its components. It is a measure of organization of the system and the conditions of its operation. Information flows in the learning process consists of signaling part, physical media (sounds, words) and semantics (content part) [10].

The provisions defining the conditions for optimal transmission of educational information include a clear definition of the purpose of the new material, study forms and means of communication, assessment of the possibilities of perception by students for its size and accessibility, material definition for collective and individual work. In the educational process should not be talking about a mechanical transfer of information and specifics about its transmission, storage, processing and use. In this regard, we consider the following levels of scientific knowledge: the manipulation of ideas, concepts handling, synthesis of ideas and concepts the free manipulation of abstract concepts [10].

Educational process in higher education, in general, is a system of thought. The lesson of foreign language has enormous educational potential. Education is not just training. Education organically includes in itself cognition, development, and upbringing. The purpose of training is to develop the knowledge, skills and abilities, and they are the same in the content of education. The purpose and content of the education are the other: the goal is the formation of man, and the content is the culture [2].

Three fundamental and the most tangible aspect of characterizing the language in its natural state are linguistic, psychological and social correlate with the corresponding approach to learning a foreign language. Under the linguistic aspect of the language is understood as its physical expression, which usually has a sound or graphic form. Psychological aspect introduces the concept of "language" as procedural meaning and allows linguists view language as an activity, and the Methodists – learning a foreign language as a process of forming abilities of speech activity. The social aspect is due to the communicative function of language [2].

In academic subjects foreign language communication includes not only domestic situations, but also social pointed problems of the countries of studied language. In forming foreign language communicative abilities should not only teach speech and language, but also culture, because often a transfer of communication skills and behaviors learned in their native language in a foreign language. The consequence is an error in the verbal and nonverbal behavior, which native speakers may react badly. Teaching communication in a foreign language, you need to bring lingvokulturological competence subject to a level that allows a person to communicate adequately with the carrier [3].

Currently, faculty members are more attuned to the personal strategies of students as active learning activities. Of particular importance are the ideas of developmental education, whose main objective becomes the formation of personal activity of students, i.e. active attitude to knowledge, regularity and continuity of education. Activity is characterized by a desire for knowledge, mental efforts and the manifestation of moral and volitional qualities of the students. There are three levels of cognitive activity in modern methods:

- First level – reproducing activity, which is characterized by the desire to understand new master how it is applied on the model;
- Second level – the interpretive activity – is characterized by the desire of students to penetrate into the essence of the phenomenon;
- The third level of activity – creative. At this level, students show a desire to transfer knowledge to a new situation in the new conditions [1].

Modern educational process should be dialogic interaction in the "teacher-student" system. The purpose of this interaction is the formation of theoretical and practical thinking, cognitive activity and the development of a future professional [6].

Considering the active learning in the formation of cognitive activity, primarily have in mind such forms and methods of teaching as problematic lectures, seminars, discussions, analysis of specific situations, educational games. In such training include various forms of educational and research work of students, a comprehensive course and diploma design, new information technologies [5].

Successful implementation of learning a foreign language in high school in the modern sense is fully dependent on the level of teacher training. To achieve pedagogical skills, he must possess professional knowledge:

- system of language and basic linguistic and lingvodidactic categories, as well as culture of the country of the studied language, its history and modern development problems, including problems of modern foreign contemporaries pupils with whom he has to work;
- the main provisions of a comprehensive concept at a certain stage of social development of a comprehensive state policy, including foreign language;
- personality psychology student in each specific "age" of its development, patterns of assimilation of foreign language learning conditions;
- basic requirements science and society to the teacher, his level of professional skills and personal qualities;
- the basic laws of learning a foreign language, as well as the content and specificity of all the components of the learning process: objectives, contents, methods and means of training in terms of their historical development and current state; [9].

Modern high school language teacher must possess not only the science of training and education of students, but also the art of communication with them and with each of them separately, and be tolerant and fair to them, open manifestations of their own interests and emotions [9].

It is known that the processes of technological modernization require a sharp acceleration in the process of updating the knowledge. Aging period of intelligence is constantly decreasing from 10-12 years in the 40s, up to 8 years in the 60s and in 80s was 4-5 years. This means that the stock of human knowledge accumulated over the decade and a half of his studies, out of date within 5 years of employment. By the fall of this phenomenon more people with professional (special, real and tangible) education than having a general (humanities, classical and formal) education. Accordingly, the transformation approaches in education (with socially

-oriented to student-centered), and changes to the content, the ratio of the total in vocational education, traditional and innovative methods and forms of teaching and learning. The victory of "humanists" in this dispute predetermined technological progress and information rigidly transferring the accent with the question "what to teach" to the questions "how to teach" how to shape thinking how to instill a craving for self-improvement, how to develop the ability to create, to switch to another sphere activities, and "what to teach." Solving these problems largely depends on innovative teaching [4].

Among the main trends of transition to student-learning activities in high school referred to A.A. Verbitsky, the following aspects:

- transition from informative methods for active and interactive forms of education, including elements of a problem, scientific research, various forms of independent work;
- transition to activating, developing, intensifying ways of organizing university educational process;
- transition to an organization of interaction of teacher and student, in which the first place put no teacher training activities, and students' cognitive activity.

Optimization of educational process in higher education depends largely on the nature of the interaction of the teacher and the students, which included multiple complex connections and relationships, emotional displays, etc.

Thus, at the present stage the teacher should focus on the development not only of professional standards, but also on education and social and cultural sphere of the individual.

Personality-oriented education at the mechanics of personal human existence – a reflection, selectivity, responsibility, autonomy, tolerance, etc. – as an end in itself education, towards which, ultimately, subject to its substantive and procedural components. Efficiency of absorption while the actual subject content increases due to the fact that this content is indirectly acquires new – personal meaning, content and acts as a means of becoming the personal experience of the individual [10].

Throughout the learning, conversion process of training activities should be monitored into professional activities. The control tasks, exercises, projects, business games can serve as means of controlling the system. Only under these conditions one can expect the occurrence of cognitive motivation of the trainees

and its transformation into a professional motivation, to an interested student participation in the learning process [10].

The system of higher education creates future specialist and preparing him for his future career. Complex set of qualities that should be possessed modern specialist may develop a system which will be used in all the positive things in traditional training, and introduced new, rational approaches to compensate for the shortcomings of the existing system in their mutual attachment. Preparing competent graduate with a high level of general and professional culture, fundamental knowledge in the professional field is aimed at improving and shaping the future specialists own style of creative professional activity. Professionalism is primarily associated with a high level of self-realization of individual abilities of the individual and the capacity for individual style. This style is produced in the course of study in high school and is a system of individual ways to success in the future [8].

Humanization of training in high school largely depends on communication style of the teacher, from his communicative culture. To create a constructive dialogue and mutual understanding, teachers must create a fertile ground. Development of students' creative potential, their cognitive powers are possible provided continuous application of truly democratic practices and active learning methods, eliminating artificial barriers between teachers and students.

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