

The abbreviated text common to many comics makes them understandable and useful in learning the language, even for novice readers. Once students have learned to be proficient readers, comics give students the opportunity to read material that combines images with text to express satire, symbolism, point of view, drama, puns, and humor, which is not possible with text alone.

Thus, it should be said that comics provide an opportunity for those who are just starting to read and also for students who are learning a new language. Students follow the beginning and end of the story, keep track of the plot, characters and time, while organizing them without the need for complex deciphering and translation skills. The images match the text and give students clear contextual clues to the meaning of each word.

So the main ways of using comics in modern English lessons were listed. Work of this kind cannot be carried out constantly, but it will help to diversify and update the material being studied. The advantage of such work is also the fact that the space for the expression in the comic is limited and the student has to vary one or another of his statements, which helps to hone the flexibility of the language, the ability to paraphrase phrases and sentences.

Conclusion

As already noted, modern culture is a screen culture, so the educational process cannot be built on the basis of the ideas of people of the past who lived within the paradigm of the text. The educational process should take into account the needs of the present time, be built on the basis of the perception of the world by the younger generation.

In modern culture, visual images of information transmission predominate, since in conditions of an overabundance of information it is difficult for a person to absorb it in large volumes. Text documents began to be replaced by sources with a large number of graphic images in the form of explanatory diagrams, images, mind maps, graphic narratives made in the comics genre. A person of screen culture prefers not to read and listen, but to watch. The embodiment of the basic principles of screen culture is a comic book, which is a changing plot pictures, reminiscent of the stopped frames of the film.

Educational comics can serve as an effective tool for gaining new knowledge and deepening existing ones. Comics in a compressed symbolic form are able to convey complex ideas and abstract representations, in addition, they are excellent motivators of cognitive activity, develop speech skills such as writing, reading and speaking.

Literature

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UDC 372.881.111.1

COGNITIVE APPROACH IN TEACHING A FOREIGN LANGUAGE

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It is a well-known fact that traditional education does not always reveal excellent outcomes. Schoolchildren, for the most part, do not store material in either operational or long-term memory. Therefore, they have a minimum concentration of auditory differential sensitivity development when teaching a foreign language. The perception of sound pictures of words is considerably distorted when such a component of language ability is underdeveloped. Students' inability to predict lexical material when constructing their own statements, to identify generalizing features necessary for memorization in the material, to associate words thematically, and to correctly encode and decode vocabulary material are all serious disadvantages in teaching a foreign language. So how would this be accomplished? How can an educational process be planned in such a manner that students can and, more importantly, want to learn?

It is well-known from teachers' experience that what is taught by teachers is not, strictly speaking, what students learn. The same lesson scheme, the same procedures for explanation and evaluation, the lack of evaluation of what is happening in the classroom by students, self-assessment, the right to choose the type of activity by the student - all this can cause learning failures. But now, more than ever before, much attention is paid to the quality of education.

An English proverb says that a person can bring a horse to the river, but he can't make it drink. It is possible to force students to study, but this will have the most deplorable consequences in terms of their attitude to the subject, motivation and learning in general.

Learning proceeds successfully when the brain builds its own mental structures, and it slows down when ready-made structures are imposed on it, according to psychological research and teaching practice. As a result, rather than imposing linguistic information, it is necessary to assist in its emergence and development. It arose from the desire to communicate and express oneself. As a result, it is preferable to develop such demands and drive pupils' learning interest. Learning a language should be transformed into a process of linguistic discovery, study, and experimentation.

Lev Tolstoy was one of the first to formulate the prototype of the cognitive principle of learning. In his pedagogical articles, he wrote: "It is impossible to forcibly explain, memorize and repeat students against their will to learn a literary language. It is almost always not the word itself that is incomprehensible, but the student does not have the concept that expresses the word at all. The word is almost always ready when the concept is ready. At the same time, the relation of word to thought and the formation of new concepts is such a mysterious, complex and tender process of the soul that any interference is a rude, clumsy force that delays the development process. Any such attempt does not bring the student closer, but removes him from the proposed goal, like a rude hand of a person who, wishing to help a flower bloom, would begin to unfold the flower by the petals and would crush everything around"[1,159].

Language is an instrument of communication, on the one hand, and an instrument of cognition, on the other. This postulate is consistent with the general understanding of the essence of a person's communicative competence as knowledge, ideas about language and the ability to speech actions, skills in the speech sphere. These two sides of language learning - gaining knowledge about the language and gaining knowledge of the language itself, today in the methodology of foreign languages are perceived as equally important processes and serve to form an adequate understanding of the linguistic phenomenon, the development of skills to use this phenomenon in real communication. Therefore, the

communicative-cognitive approach is recognized as the leading approach to teaching foreign languages in modern conditions.

The development of a new linguistic system in the student is accomplished through the interaction of internal and external factors. The internal engine of cognition is a conflict - a contradiction between a person's existing ideas about language and reality. In school education, the "organizer" of awareness and resolution of this conflict is most often the teacher. He should draw the student's attention to the fact that there is a contradiction and help resolve it. The activity of a teacher is not an activity for the frontal transfer of knowledge. The teacher should be an active mediator who offers problematic situations to students, he is also active in terms of discussion and questions regarding new knowledge. The teacher presents students with samples of a foreign language, helps to structure them, offers types of activities, diverse, variable cognitive techniques, and makes it possible for students to self-evaluate their learning process. The material will be assimilated by the students if it has become "their own". This means that the language is "built" on the basis of individual cognitive activity in the process of language practice[2,216].

That is, the cognitive social approach is based on the understanding of linguistic knowledge as a product that arises in the student in the process of language communication within the student community, where the teacher acts as the organizing center of learning.

The formation of ideas about linguistic phenomena is carried out in a natural order. Thus, the formation of a concept (linguistic knowledge) always occurs according to a certain cognitivescheme:

Specific experience (the student is presented with a linguistic phenomenon in its functioning);

Observation - reflection;

Abstract conceptualization (formation of the primary idea of a linguistic phenomenon);

Experiment (the first attempts to use it in speech);

Correction of conclusions.

In addition, this process of creating a cognitive image of a linguistic phenomenon goes through three stages.

At the first stage of conceptualization, the student feels the need for extensive and diverse information about the word as a future indicative basis for action with it. Methodologists believe that the main emphasis at this stage should be on awareness of the linguistic features of a foreign word in comparison with the native [3].

After creating an image of a word and accumulating a certain piece of information about it, the most important and responsible stage comes – the stage of internalization. The essence of the stage is reduced to "the gradual development of the ability to use new vocabulary, its memorization, translation to the level of long-term memory." The information received about the word is processed in a special way by the student's consciousness and organized in the form of special associations. Both higher and lower cognitive processes are involved in such activities. In this situation, the category of the image is the form and tool of the entire cognitive activity of the student.

At the third stage, the training stage, associative connections are created for the entered word. The previously created cognitive image of the word, meanwhile, becomes more durable. It still accompanies the language and speech activity of the student, as a result of which the process of "crystallization", "mixing" of the formed images into different types of formations takes place.

In all this, the universal side of human cognitive activity is manifested when mastering a foreign language. However, this general scheme is implemented very individually, because cognitive processes have not only universal, common features, but also many individual properties that characterize the cognitive manner of each person. This happens by using an individual set of cognitive techniques and strategies: metacognitive, cognitive, social, affective, at each stage of cognition. At the same time, it cannot be denied that the strategies of language acquisition used by the study group may have common features, largely due to the methodology and manner of the teacher. Each group has its own individual

learning profile, its own "face", a kind of common background that allows it to easily communicate within itself with all the individual differences mentioned above [4,187].

Today it is already clear that it is possible to influence the processes of development of the strategy of cognition, train them, and expand the set of active strategies. In the perspective of the cognitive approach, the student is an active participant in the learning process. He actively invests in the process of his training, as well as in the process of training his comrades. The learner builds his own knowledge, but this does not happen in a vacuum, but in a learning environment formed through the interaction of a teacher, a student and his fellow students.

Thus, language acquisition is the application of consistent systems of cognitive strategies that take into account both the universality of a person's cognitive activity during his linguistic development in a foreign language and the individuality of this process. So, the essence of the cognitive approach in teaching a foreign language can be expressed as follows. The organization of the educational process on the path of awareness of the new should coincide with the natural path of cognition inherent in the human psyche. That is, it is necessary to help the student to develop flexibility in the application of cognition strategies, to teach him to apply certain strategies adequately to the task facing him.

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UDC 372.881.111.1

INNOVATIVE METHODS IN USING LITERATURE IN ENGLISH LESSONS

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One of the most important trends in the development of modern society is the informatization of social reality. Modern generation lives in an era of rapid changes in the information environment under the influence of the spread of various information and communication technologies (ICT) on society in a wide and multidimensional way, especially on the economy, culture and education. The purpose of informatization of education is the integration of ICT into education, ensuring free access to information for all participants in the educational process, reasonable use of ICT potential for teaching, educating and developing students, rational use of ICT for providing professional activities, and improving the qualifications of teachers, supervisors, and specialist in support services. The main task of informatization is the creation of an informatization database. The information base, which includes: universal means of information processing, general methods for solving information problems, methods of using information and communication technologies in education. We have tried to create new methodology and conducted numerous studies in the field of informatization. This process requires a deeper critical thinking in identification of main problems and sharing of Kazakhstan experiences in English language research literature. In our study, we analyzed