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METHODS OF USING INTERACTIVE TECHNOLOGIES BASED ON DECLARATIVE KNOWLEDGE IN TEACHING ENGLISH LANGUAGE TO SCHOOL STUDENTS

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Аннотация:
 Примером декларативного знания в статье может быть процесс обучения печати на клавиатуре компьютера. Говорят, что со временем человек, который много печатает и перестает смотреть на клавиатуру в поисках нужной клавиши, начинает полагаться на свое знание их местоположения. Кроме того, отмечается, что социолингвистика – это умение выбирать языковые формы, использовать их и изменять их в зависимости от контекста.

Ключевые слова: социокультурный, лингвистический, компьютерная клавиатура, коммуникация, декларативное знание.

Abstract:
An example of declarative knowledge in the article can be the process of learning to type on a computer keyboard. Over time, a person who types a lot and stops looking at the keyboard in search of the right key is said to rely on his knowledge of their location. In addition, it is noted that sociolinguistics is the ability to choose language forms, use them and change them according to the context.

Keywords: Socio-cultural, linguistic, computer keyboard, communication, declarative knowledge.

Socio-cultural is a set of knowledge about the country of the studied language, the national-cultural characteristics of the social and speech behavior of the speakers, the ability to use such knowledge in the process of communication.
Strategic is the ability to fill the lack of knowledge of language, speech and social experience of communicating in a foreign language in the process of communication. Social - the ability to enter into communicative relations with other people, the ability to put oneself in the place of another, the ability to cope with the current situation. Discursive is the ability to construct coherent, consistent, logical statements of various functional styles.
Competence is the set of knowledge, skills and abilities formed in the educational process, as well as the ability to perform any activity based on the acquired knowledge, skills and abilities.

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Educational competence is a learner's ability to excel in a variety of learning settings and is one of the most important foundations for success in both formal and lifelong learning. Teaching competence is influenced by a list of factors, primarily cognition, metacognition, and motivation, which also form core categories in most self-regulatory constructs. Cognitive and metacognitive learning skills are expressed in the meaningful use of learning strategies. Instructional strategies are defined as systematic procedures or actions used in the learning process that help students work with other learning materials, such as texts and materials. refers to the cognitive, affective and behavioral processes used to evaluate the effectiveness of educational activities. They are expressed in how the student acquires, preserves and restores knowledge and skills. Cognitive learning skills refer to procedural knowledge that enables the learner to perform cognitive behaviors. In the present context, it refers to individual behavior related to thinking.

The professional competence acquired during the educational process is also extremely important for the future language teacher. It provides the ability for successful professional activity and includes:

a) knowledge in the field of didactics, methodology, psychology, linguistics and other disciplines important for the teacher's professional activity;

b) students' ability to organize educational activities and manage such activities;

c) the ability to acquire communicative competence as close as possible to the level of native speakers;

d) personal qualities that ensure the effectiveness of pedagogical work (demandingness, politeness, responsibility, etc.).

The main goal of teaching foreign languages is to develop the student's ability to communicate in a foreign language. The realization of this goal is related to the formation of a number of communicative skills in students: understanding and creating statements in a foreign language in accordance with a specific communication situation, speech task and communicative intention; to implement one's communicative behavior in accordance with the rules of communication and the national-cultural characteristics of the country where the language is being studied. At the same time, we are talking about the education and development of students through the language being studied: the formation of interest in the language being studied and a positive attitude towards the culture of the people who speak this language. The importance of learning a language, the need for self-education are:

- further development of communicative competence of a foreign language (speech, language, socio-cultural, compensatory, educational and cognitive):

-speech competence - improvement of communication skills in four main types of speech activity (speaking, listening, reading and writing); the ability to plan verbal and non-verbal behavior;

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- language competence - mastering new language tools in accordance with selected topics and areas of communication: increasing the volume of used lexical units; development of skills for working with language units for communicative purposes;

- Socio-cultural competence - to increase the amount of knowledge about the socio-cultural characteristics of the country / countries of the studied language, to improve the ability to build one's own speech and non-speech behavior adequately to this characteristic, formation of general and language differentiation skills. the uniqueness of the studied language in the mother country and the culture of the country;

- compensatory competence - further development of the ability to get out of the situation in the absence of language tools in receiving and transmitting information in a foreign language;

- education and cognitive competence - improvement of educational activities on mastering a foreign language, development of general and special educational skills that allow to satisfy cognitive interests in other fields of knowledge.

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