**PRINCIPLES OF TEACHING FOREIGN LANGUAGES BASED ON THE FORMATION OF STUDENTS’ COGNITIVE COMPETENCE**

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**ABSTRACT** Nowadays teaching foreign languages is impossible to imagine without the use of multimedia teaching tools. In this connection, the importance of information technology in the foreign language classroom is great. It deals with different technologies like internet technology and multimedia technology in the development of learners’ intellectual competencies. Modern technologies allow development of intellectual potentials in improvement process of traditional and information forms and methods of education. It also develops methods of teaching, implementation of training, finding and adaptation of information from different sources, accessibility of different tools and techniques in teaching process, trainability of systematic education process, improvement of selfeducation, creation of a positive emotional background for teaching; and many other issues. The use of cognitive technology creates the most positive and favourable conditions in motivation of teaching foreign languages.

**Key words: information technology, teaching foreign languages, competency-based approach, teaching methods, cognitive competence**

Introduction Technical specialized training no longer meets the requirements of the times and the personal culture of the graduate becomes an important component of professional education. Higher education ceases to be only professional, it becomes an element of a person’s general culture [1, p. 42], and accordingly, it should be carried out in many areas, including the humanization of education, its fundamentalization and technologicalization, external and internal integration, expressed in the formation of a common educational space; standardization of the content of education, the introduction of information technology in the educational process, and should also be proactive and continuous. Russian researchers the problem of competencybased presentation of the result of education is considered in the methodological, theoretical [7; 8; 9;] and in the applied, actually methodological aspect, in particular, in determining the effective-target basis of state exams in such a section as the requirements for the level of training of the graduate. As a result of education, a set of intellectual, personal, behavioral qualities, knowledge and competencies is formed that allows you to adequately act on the basis of this knowledge in any situation. The set requirements are most fully met by the competency-based approach, which, according to many researchers, reflects a type of educational content that does not boil down to a knowledge-based component, but involves a holistic experience in solving life problems, fulfilling key (i.e., related to many social areas) functions, social roles, competencies. Berkimbayev K.M., Kerimbaeva B.T, considering the competency-based model of general education, among the many reasons restraining the renewal of education, highlight its one-sidedness, disharmony, when instead of a holistic sociocultural experience, only a part of it is acquired, first of all, the knowledge component and emphasize that The competency-based Евразийский Союз Ученых (ЕСУ) #9(78), 2020 37 approach puts forward in the first place not the student's awareness, but the ability to solve problems that arise in the following situations in: -cognition and explanation of the phenomena of reality; - the development of modern equipment and technologies; - the relationship of people in ethical standards; - practical life when performing social roles; - legal norms and administrative structures, in consumer and aesthetic evaluations; - choosing a profession and assessing their readiness to study at a professional educational institution; - solve the problems of self-determination if necessary [2, p. 8-14]. However, despite the fact that the concept of competence is subject special study of professional psychology and control theory, in pedagogical science there is no single approach to the category of competence. According to S.S. Kunanbayeva “The generally accepted determination of the concept of competence is a circle of issues in which one possesses knowledge, experience, as well as the circle of someone's (institution, person's) authority” [3, p. 13 5] - however, it does not fully reflect the essence of the phenomenon. Most foreign researchers consider competencies from the perspective of a personal-activity approach. So, for example, Canale, M. and Swain, M. attributes the competence of a professional to key personal resources [4], Martin and Vaughn consider competency to be a special kind of disposition of personal selforganization [5, 24]. According to another point of view, the category of competence is closely related to such concepts of psychological and pedagogical science as knowledge, competencies. So, for example, Yu.I. Alyushina, I.A. Dmitrievskaya and L.A. Efimova define competence as “the unity of knowledge, competencies, attitudes and relations in the process of professional activity, determined by the requirements of the position, the specific situation and the business goals of the organization” [2, p. 28]. Robert I. V. also does not deny the importance of the role of knowledge, but somewhat expands the concept, including “the totality of knowledge, methods of activity related to a certain circle of objects and processes, specified as a requirement for educational preparation” [6, p.11]. He turns his attention to competencies and believes that “competence is a combination of communicative, constructive, organizational competencies of the subject of activity, his ability to practically use these competencies in the process of activity” [6, p. 42]. Other researchers consider competence a key component of professionalism and interpret it as a combination of knowledge and competencies, as well as ways to carry out professional activities [7, p. 94]. N.P. Galtsova, T.I. Mezentceva, I. A. Shvadlenko understand competence as a co-organization of knowledge, competencies, which allows you to set and achieve goals for transforming the situation [8]. Determining the choice of teaching methods in the projected model, the following criteria were used: comparing methods from one group; analysis of the effectiveness of methods for solving specific problems of teaching mathematics and the formation of cognitive competence; teacher proficiency; organization of appropriate psychological and pedagogical conditions. Methodology of the research The formation of a positive attitude to learning, the presence of cognitive interest, the need for knowledge, competencies affects the activities of students and gives them better results. Any method contains techniques for creating an emotionally positive situation, encouraging activity, creating situations of choice, entertaining presentation, etc. Therefore, each of the methods of organizing educational and cognitive activity has not only informative and educational, but also a motivational effect. Therefore, the study focused on the methods of stimulation and motivation of learning. For example, when conducting classes to solve educational problems, affordable tasks were selected for students who need stimulation at the appropriate stage. Then they went on to perform more complex exercises. For this purpose, special dual tasks were used, one of which is accessible to the listener and creates the basis for