

## **DEVELOPING FUTURE FOREIGN LANGUAGE TEACHERS' REFLECTIVE SKILLS ON THE BASIS OF COGNITIVE SEARCHING TASKS**

Learning a foreign language today is one of the indispensable components of general and special education. Developing and mastering future foreign language teachers' reflective skills is not only an indicator of their high cultural level, but also a key to success.

We believe, that reflective skills are essential in the process of future foreign language teachers' training, because they are connected with social transformations and contradictions in Ukrainian society, which needs creative people, able to update their knowledge on their own.

Thus, one of the most favourable conditions of the development of future foreign language teachers' reflective skills is independent learning. The use of independent learning enables University teachers to organise a wider range of activities in their classroom and focuses more on teaching and learning than on organization or behaviour. It implies working in pairs, small groups, teams, where each participant can work independently. Besides, it leads to the improvement of students' academic performance, increase of motivation and confidence, awareness of their knowledge gap and the ability to overcome it. In this respect, future teachers can benefit greatly from cognitive searching tasks, which involve performing individual or pair searching and cognitive actions. Searching component of such tasks contains a problem or non-typical situation, around which the action is performed. Cognitive component of the task demands performing cognitive actions from the student, aimed at the development of his/her general outlook.

The development of future foreign language teachers' reflective culture, a productive learning activities and abilities for self-development on the basis of cognitive searching tasks are provided by the development of reflective self-evaluation of the students' communicative and learning activities through various kinds of:

- cognitive searching tasks on the basis of visual or verbal visuality;
- cognitive searching tasks on the basis of verbal-visual visuality;
- cognitive web-searching tasks based on metacognitive processes;
- cognitive searching sociocultural tasks based on authentic sociocultural materials.

Creating conditions for independent activities at the University can be done by means of self-access foreign language teacher development centre that provides different level material

systems for self-control and self-evaluation. Students' work in this center determines to improve their level of foreign language and reflective culture, identify goals and specific learning objectives, choose necessary materials, provide independent practice in their independent learning.

In fact, future teachers can assess the effectiveness of their learning activities and the results achieved.

### **References:**

1. Irvine, J. J. (1990). Transforming teaching for the twenty-first century. *Educational Horizons*, Fall, 14-15.
2. David Seymour, Maria Popova (2005). *700 Classroom Activities*. Macmillan Books for Teachers, 7.