

RELEVANCE OF THE USE OF INTERACTIVE WHITEBOARD FOR INTENSIFICATION OF COGNITIVE ACTIVITY OF LAW-STUDENTS AT FOREIGN LANGUAGE CLASSES

It is known that recently both practicing teachers and researchers point out the effectiveness of the use of the interactive whiteboard in the educational process, in particular when teaching foreign languages. It is especially valuable in a non-linguistic university (namely, Law University) as working with the specified equipment both teachers and students get certain opportunities that allow intensifying the cognitive activity of the subjects of study. So, teachers can:

Firstly, add their own notes and entries or draw on-the-spot of any of the basic applications and web resources, therefore, be flexible when working with a particular student group, using an individual approach to the group and individual students that will facilitate the intensification of their cognitive activity;

Secondly, provide educational material more efficiently and dynamically, since using the interactive whiteboard allows the teacher to choose different learning styles, to work with different applications and resources, which, on the one hand, makes lessons more vivid and active, and on the other hand, is oriented to the needs of certain student groups;

Thirdly, create their own lessons by storing and printing images (tables, illustrations, grammar rules, etc.) on the board, including any entries made during the lesson without spending too much time and effort, since all this is stored in the memory of the computer, and will avoid repetitive writing of educational material on an ordinary board, so will allow pay more attention to students;

Fourthly, substantially increase the motivation of the students (which is especially important in the study of non-core subjects), as the lessons become more interesting and young people are well versed in the digital world and are actively using various electronic devices in their everyday lives; in addition, the variety of work options on the interactive whiteboard intensifies their cognitive activity and improves communication skills;

Fifthly, apply a variety of forms and methods of work in the classroom: independent and collective work, discussions, case method, and method of projects, in which students develop their ability to argue and explain their point of view;

Sixthly, optimize the control of the acquired knowledge, since they are able to conduct a survey in real time and demonstrate to the students the test results, as well as create a database of tests, independent and control works;

Seventhly, enhance the visibility, without using the hand-out material, because the application of animation, moving objects, changing and selecting the most significant

elements with the help of colour, the font allow to activate all human systems simultaneously (visual, auditory, and also kinesthetic channels of assimilation of information);

Eighthly, expand the methodological base, share educational material with their colleagues and reuse them;

Ninthly, be motivated to search new approaches to teaching that stimulates professional growth.

As it was noted earlier, the interactive whiteboard also provides students with a number of opportunities to intensify their cognitive activities, namely: makes classes more non-standard and interesting, that increases motivation for learning of the students of non-linguistic specialties; provides more opportunities for participation in group forms of work, development of personal and social skills; frees from the need to record due to the ability to save and print everything that appears on the board; enables each student to return to the material of the lesson at any time, to check themselves out; intensifies mental activity through more accurate, efficient and dynamic presentation of the material; allows to use different learning styles, because teachers can address to all sorts of resources, adapting to the specific needs of a particular student; the interactive activity provided for while working with the interactive whiteboard promotes the creation of a comfortable psychological atmosphere and partner interaction in the classroom, which encourages students to work more creatively, helps them to be confident in themselves and achieve a «success story».

Thus, the listed opportunities of the influence of the interactive whiteboard on the intensification of law-students' cognitive activity indicate the relevance of its use in teaching a foreign language in a non-linguistic university.

Національна академія прокуратури України

**ВИКЛАДАННЯ ІНОЗЕМНИХ
МОВ ДЛЯ ПРАЦІВНИКІВ
ПРАВООХОРОННИХ ОРГАНІВ
ТА СЕКТОРУ БЕЗПЕКИ**

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Викладання іноземних мов для працівників правоохоронних органів та В 43 сектору безпеки: матеріали міжвузівського методичного семінару (12 жовтня 2017 року). – К.: Національна академія прокуратури України, 2017. – 102 с.
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У збірнику матеріалів міжвузівського методичного семінару «Викладання іноземних мов для працівників правоохоронних органів та сектору безпеки» вміщено виступи й тези його учасників. Захід, що відбувся 12 жовтня 2017 року в Національній академії прокуратури України, було організовано з метою об'єднання зусиль викладачів іноземних мов у вищих навчальних закладах, що здійснюють підготовку особливих категорій слухачів – працівників правоохоронних органів, спеціальних служб та сектору безпеки України, для покращення методики викладання іноземних мов; обговорення та вироблення новітніх методичних прийомів у викладанні іноземних мов; обміну практичним досвідом навчання усіх видів мовленнєвої діяльності; ознайомлення із зарубіжним досвідом викладання іноземних мов для вказаних категорій слухачів.

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