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Abstract *In this article, the application of different approaches to teaching English in higher educational institutions, the introduction and practical application of this concept to the process of teaching foreign languages in higher educational institutions of our republic are analyzed on the basis of communicative projects. The problems that arise in this process are analyzed.*

Key words: *Higher education, Linguistic system, foreign languages, linguodidactics, linguistics, different approaches.*

Introduction: The processes of globalization of modern society, the development of modern information and communication technologies and the expansion of business and personal contacts raise the issue of intensifying and optimizing the ways of mastering a foreign language by specialists in any industry.. The traditional goal of teaching a foreign language is not simply the automatic learning of lexical and grammatical material by students, but the development of foreign language communicative competence, which cannot be achieved without using a cognitive approach to teaching a foreign language.

In the last years, new demands are being made on philologists, translators, and future foreign language teachers. Today, it is no longer enough to build the training of these specialists on the basis of merely transmitting information about various aspects of the language being studied (grammar, vocabulary, syntax, phraseology, etc.) in isolation from its use in situations of real speech communication. Communication-oriented learning, which is currently the basis for language courses, involves language acquisition in inextricable connection with the communicative process. It is aimed at maximizing student participation in verbal communication situations, because it is in these situations that communication skills are honed, fluency and cultural awareness of students are increased.

Thus, at the present stage of development of linguodidactics, it is fair to talk not so much about the study of the English language as such, but about the study of the corresponding linguistic culture, because language, according to the fair remark of S.G.Ter-Minasova does not exist outside of culture, and "every foreign language lesson is a crossroads of cultures, it is the practice of intercultural communication, because every foreign word reflects a foreign world and a foreign culture: behind each word there is a national consciousness...idea of the world" .

In light of the above, a promising direction for optimizing the educational process seems to be a linguocognitive approach to teaching a foreign language, since it integrates the achievements of psychology, in particular, cognitive psychology, cognitive linguistics, digital humanities and is successfully consistent with the principles of communicative-oriented learning. Possessing a wide range of methods and techniques, which are based on knowledge about the peculiarities of the human brain, obtained within the framework of cognitive psychology, the linguocognitive approach makes it possible to transform a

number of aspects of teaching a foreign language, the integration of which into the structure of communicative-oriented teaching has so far encountered certain difficulties.

Main part: Thus, teaching English grammar is still to a certain extent built on the principles of the traditional approach, which conflicts with such aspects of communicative-oriented learning as student-centeredness, work in small groups and the priority of real speech communication.

Traditional teaching of grammar presupposes greater passivity of students, since they act as recipients of the material offered to them by the teacher. In addition, in this case, many grammatical phenomena are given without proper explanation, and the educational process often comes down to the need to memorize a set of rules without proper explanation of the principles and features of the grammatical phenomenon in question. The above-mentioned disadvantages of this approach to teaching grammar reduce the interest and motivation of students, which ultimately affects the mastery of the material.

On the contrary, using a linguocognitive approach to teaching foreign languages makes it possible to solve a whole range of problematic issues related to teaching English grammar. For example, the technique proposed by J.M. Laper, implies maximum involvement of students in the process of teaching grammatical phenomena. This is achieved through the use of gestures, body language and facial expressions.

The educational process is also followed by R. Holm, who emphasizes the importance of the kinesthetic embodiment of grammatical phenomena. Being presented in this way, the relevant aspects of grammar are reliably fixed in the memory of students, since personal and especially sensory experience is remembered more firmly and reliably than abstract information and a set of rules. Comparing, classifying, blending, and finding patterns are the main cognitive processes that go into learning and using a language. The following sums up the contributions cognitive linguistics has made to the study and instruction of second languages: It offered suggestions for how to improve learning and memorization by highlighting the connections between grammatical expressions and their original lexical meanings. Understanding the semantic «spin» that the target language imposes is necessary to learn grammatical usage, and it is a «far more natural and enjoyable process than mere memorization».

In the works of another researcher M.Giovanelli, not only the very possibility of such teaching the grammar of a foreign language is substantiated, but also a number of methodological recommendations and examples of successful teaching of a wide range of grammatical phenomena are given. The author proposes to focus on maximum student participation in the educational process. To do this, the teacher works with several volunteers who, with the help of gestures, movements and facial expressions, visualize the necessary meanings for all students. In addition, the involvement of new participants allows us to modify the situation considering the corresponding grammatical phenomenon.

Such a representation has a number of advantages:

The material is presented in the most accessible form for students, making it easier to memorize and reproduce. The combination of movements, body language, gestures, and interaction with a partner allows you to reliably consolidate the material being studied in your memory.

As part of such training, students do not remain only passive recipients of information, but take an active part in the educational process.

The interactive nature of the presentation of the material motivates students to take an active part in the lesson. Avoiding memorizing only a set of rules, supplemented with grammatical exercises, allows you to increase the level of interest of students and, as a result, their involvement in the educational process.

Representation of grammatical material through body language and gestures makes it possible to better understand the very essence of the grammatical phenomenon under consideration, and the use of information obtained from related disciplines, for example, cognitive linguistics, makes it possible to explain a number of phenomena that have not received proper explanation within the traditional approach to teaching grammar. Among these, it is possible to highlight, for example, the peculiarities of the use of prepositions and modal verbs in the English language.

Grammar teaching, built on a linguocognitive basis, is aimed at maximizing the involvement of students in the educational process. This requires not only modification of the structure of classes, but also transformation of the classroom space itself. With this approach to teaching grammar, the relationship between the teacher and students is not reduced to a "donor" - "passive acceptor" relationship. Students, along with the teacher, participate in explaining the material, which improves the perception of information and also increases student interest.

The linguistic-cognitive approach to teaching grammar fully complies with the principle of communicative orientation in modern foreign language teaching. Moreover, by using authentic non-verbal means of expressing meanings, this approach allows, on the one hand, to teach students grammar without interruption from real speech situations, and on the other hand, to balance the development of both verbal and non-verbal aspects of communication.

Presenting the material using body language and body movements makes it possible to reduce dependence on instructions in the students' native language, which is fully consistent with the principles of the communicative-oriented educational process.

Conclusion: We can conclude that the linguocognitive approach to teaching a foreign language makes it possible to harmonize such an important aspect of it as teaching grammar. Based on information obtained in the framework of cognitive linguistics, cognitive psychology, psycholinguistics and some other branches of knowledge, it allows you to transform a number of aspects of teaching grammar, which ultimately has a positive effect on mastering the target language as a whole. At the same time, a wide range of techniques and exercises developed within the framework of the traditional approach are not discarded, but are harmoniously integrated into the structure of classes built on a linguocognitive basis.

Translating or interpreting the text is insufficient to make the word understandable to a speaker of a different language. To bring his experience closer to that experience, which is fixed by the word of the original language, this person must alter his mentality, or his way of thinking. This demonstrates the integrative potential of the linguocognitive approach to teaching foreign languages.

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