



COGNITIVE DIRECTION IN LINGUISTICS AND ITS INFLUENCE ON LINGUODIDACTICS

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Abstract: *At the moment, the cognitive approach is firmly embedded in the methodology of teaching foreign languages. Taking into account cognitive processes in speech activity is recognized as an important condition for effective learning. In the cognitive approach to learning, special attention is paid to the thought processes and the problem of optimal student actions. In linguo-didactics, the cognitive approach is aimed at students' cognition of linguistic phenomena, the development of techniques and strategies that ensure proficiency in a foreign language and the improvement of speech skills. There is a new orientation of linguocognitive learning, within which a linguo-cognitive approach to teaching a foreign language is being formed*

Key words: *cognitive, cognitive approach, a foreign language, cognitive psychology, memory, attention, perception, action, decision-making, imagination.*

Cognition refers to the ability for a person to mentally perceive and process external information. The concept of "cognitive processes" is often applied to such processes as "memory", "attention", "perception", "action", "decision-making" and "imagination".

The term "cognitive direction" in Russian linguodidactics appeared only in the last decade of the 20th century, but the cognitive approach itself took place earlier. There is a trend in foreign methodology that can be generally called cognitivism. To a large extent, this turn in science was due to the fact that in the 50s of the XX century, research by scientists in the field of cognitive psychology appeared.

Research in cognitive psychology has led to the development and unification of several scientific disciplines – the psychological direction in linguistics, namely Gestalt psychology. Within the framework of Gestalt psychology, the entire process of human cognitive activity is considered as the processing of sensory information (visual, auditory] and creates an image -gestalt. In a psychological sense, the image is being completed without missing elements.

Piaget's work is particularly influential in the development of cognitive linguistics. Human cognitive development, as a sequence of stages in the development of sensorimotor intelligence, through which information is processed, is a crucial role for language, but it is secondary. Primary – sensorimotor intelligence.

A departure from understanding the dominant role of language in relation to thinking. A significant role in the development of the cognitive direction is the theory of linguistic determinism by Sepir-Whorf. The dominance of language over thinking.



A new turn in the research of cognitive processes of speech activity is associated with the names of the psychological school George Miller, W. Naiser. The greatest role in the development of the cognitive direction in the methodology of teaching a foreign language was played by the research of the American linguist and psychologist N. Chomsky, which resulted in the hypothesis of a generative theory of language. His most famous work, *Syntactic Structures*, formed the basis of psycholinguistics and had a huge impact on the development of the science of language around the world. The fundamental position of the theory of N. Chomsky's is the innate nature of the ability to speak a language, after which the scientist introduces the concept of transformational grammar (generative grammar). In fact, this idea is a development of the idea of W. von Humboldt, who spoke about the givenness and transcendence of language ability.

According to N. Chomsky's idea, there is a kind of universal grammar in the human mind, which is built according to certain grammatical principles that underlie languages. These grammatical principles are innate, they are immutable, and the differences between languages are explained as parametric brain settings. With the help of a certain set of grammatical rules, people can create an unlimited number of sentences, including sentences that have not been expressed by anyone before and that the speaker himself has never heard. The ability to generate sentences is an innate component of the human genetic program.

N. Chomsky considered linguistics to be a branch of cognitive psychology. From N. Chomsky's point of view, a child needs to hear certain lexical units in order to learn a language, and thanks to universal grammar and the ability to switch parameters, he can quickly master the language. In linguodidactic refraction, N. Chomsky's theory sounds like this: language acquisition is determined by the mechanism of language acquisition (Language Acquisition Device – LAD). This mechanism determines the scope of acceptable grammatical constructions that are used based on universal grammar. Thus, we see that N. Chomsky's theory put an end to the dominance of behaviorist ideas in the teaching methodology of AI and gave rise to the cognitive direction.

Earlier, L.V. Shcherba wrote that when learning a foreign language, a new system of concepts is assimilated, and the systems of concepts in different languages differ because they reflect the social, economic, and cultural aspects of the society speaking this language. The system of concepts in each language depends on the conditions in which a given language exists. Thus, L.V. Shcherba builds the idea of bilingualism in learning a foreign language. The more training there is in the transition from one concept to another, the stronger the connections between the elements of these systems. The main goal in the study of linguistic phenomena is to form connections between the elements of systems so that a person moves as quickly as possible from a concept expressed in a foreign language to a concept expressed in a foreign language. When learning a language, L.V. Shcherba emphasized, it is necessary to constantly compare these concepts, which are expressed either with the help of vocabulary or with the help of grammar. It is necessary to compare, identify differences, etc.



L.V. Shcherba became the founder of the conscious comparative method. The development of the methodology in Russia begins with the conscious-comparative method. In the early 60s, a cognitive trend began to take shape in the methodology of teaching a foreign language. Cognitive psychology has focused on deep mental processes. In the study of speech activity, cognitivism focused on language cognition through mental processes using various styles and strategies, rather than on the basis of developing new behavior (reaction – stimulus].

The domestic methodology has always relied on the research of psychologists, and on the research of psychologists who were engaged in the processes of thinking. That is why the methodology was dominated by such techniques and methods, which were dominated by thought processes. The work of L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev had a great influence on the formation of the methodology (he developed the concept of activity, which revealed the mechanism of consciousness in the regulation of human activity]. Special attention was paid to the development of the methodology by P.Ya. Galperin's theory – the theory of step-by-step formation of mental actions. A.M. Shakhnarovich's works devoted to the problems of linguistic ability and linguistic development of personality played an important role in the development of the methodology (Shakhnarovich:1991:189]. Taking into account these concepts, A.A. Leontiev put forward his ideas, who developed the psycholinguistic foundations of teaching a foreign language. I.A. Zimnaya made a huge contribution to the development of the psycholinguistic foundations of speech activity in general and speech activity in a foreign language in particular.

The Russian methodology has never deviated from cognitivism. Initially, the cognitive method was used to teach children in elementary school and to teach children with intellectual disabilities. Subsequently, from the field of correctional pedagogy, cognitive training penetrates into other industries.

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