

COGNITIVE APPROACH IN TEACHING ENGLISH AS MOTIVATIONAL FEATURES

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Abstract: *The purpose of this article is to analyze the cognitive approach to teaching a foreign language to students as a means of increasing their motivation. The set goal determines the solution to the following tasks: definition of this approach in teaching, identification of the features of its use, as well as the role of foreign scientists in the development of its principles. The study hypothesizes that the cognitive approach used in the classroom provokes a change in the dynamics of the educational process and serves as a motivational tool for students. If you are aware of this, you will be prepared for the fact that you will have to change tactics in the next phase of the lesson. However, the teacher's knowledge of the regularities of the cognitive process gives a sense of self-confidence and allows you to adequately model the educational process for the tasks set.*

Keywords: *cognitive, individual, techniques, social values, linguistic, gradual, humanistic, approach, interaction, context.*

INTRODUCTION

Cognitive (lat. cognition, knowledge, study, awareness) refers to a person's ability to reason and process the information received. Cognitive processes are inextricably linked to processes such as memory, attention, perception, action, decision-making, and imagination. Everyone knows that cognitive processes are controlled by the brain, and the poet can show that this concept is a domain of biology and psychology. Meanwhile, the theory of cognition currently occupies an honorable place in the teaching method, since the cognitive processes of cognition help a modern person cope with an endless flow of information and help to understand exactly how the human brain performs the functions of processing new information itself and fulfills its further use, yes, and knowledge is also known to be the result of a cognitive (cognitive) process [7, p. 2].

That is why we call the cognitive approach one of the leading ones in the field of foreign language teaching, in which the emphasis is on taking into account the patterns of the cognitive process when learning a foreign language and the features of the mental (intellectual-emotional). Student activities in which the development of a new language system occurs through the interaction of internal and external factors. The inner engine of knowledge in general and language, in particular, is a conflict - a contradiction between existing ideas about language and reality. In the classroom, the organizer of understanding



and resolving this conflict is mostly the teacher. It is designed to make students aware that there is a contradiction and to help resolve it. The activity of a teacher is not an activity of frontal imparting of knowledge. He must be an active mediator who brings the knowledge acquired by the students into the system, offers them problem situations, and is also active in discussions.

Strengthening the cognitive perspective when implementing the educational process of teaching a foreign language means giving it meaning and purpose (both to the whole lesson or a set of lessons, and their phases and individual tasks - in explaining language problems and further organization). do their training). Learning optimal cognitive strategies ultimately leads to motivation building, faster independence of the learners, and the creation of a successful learning situation [8, p. 78].

MATERIALS AND METHODS

The theory of cognitive learning was developed in the USA in the late 1960s by George Miller, Herbert Simon, Allen Newell, and Noam Chomsky as an alternative to behaviorism [9, p. fourteen]. He also received support from cognitive psychologists such as J. Chastain and J. Carroll (1971) who argued that learning should be holistic. They pleaded for the conscious learning of language rules as a central element of foreign language learning. ...Language learning is the process of acquiring conscious control over the phonological, grammatical, and lexical patterns of a second language, primarily through the study and analysis of these patterns as bodies of knowledge. [5, p. 49]. By emphasizing mental processes, the cognitive approach opposed behaviorism, which largely ignored mental processes. Therefore, one of its most important precepts is sound practice. Learning took place through the cognitive structures of memory by perceiving, processing, and storing information for short or long-term storage and retrieval. Great importance was attached to the organization of communication practice in the target language.

Learning was recognized as holistic and carried out as follows: phonemes should be learned before words, words before sentences, and simple sentences before complex ones. The students developed grammar rules independently using deductive methods. The student was at the center of the educational process and awareness of the rules of the language was central to learning a foreign language. This changed teachers' attitudes towards mistakes, which manifested itself in the need for contextualized teaching of grammar and error analysis, treated as natural phenomena in the process of foreign language learning. Cognitive foreign language learning is based on the postulates of cognitive psychology, structural applied linguistics and the theories of Chomsky [6, p. 17] and has several advantages over other theories of foreign language learning and teaching: emphasis on grammar learning in the classroom; ignoring behavioral theory; A cognitive processing of the presented material takes place; Appeal to the deep structure of the language by giving more importance to students' understanding of the structure of a foreign language.



This means that the language material is first explained in terms of form and function, then trained and finally, the language phenomenon is to be applied in one's language. The focus is on each student, their learning process, and their incremental progress. However, there are also disadvantages: examples from authentic material are rarely used; human thinking is considered an invisible process, and so cognitive processes are only hypothetical constructs; as a theory, it often ignores experience; does not take into account feelings, unconscious actions or reactions loses the influence of biological factors of the individual (e.g. DNA), differences in learning, take into account hormonal processes and properties of thinking. Although, as we know, these processes play a fundamental role in the process of teaching a foreign language. Another disadvantage is that the process of training a foreign language teacher is extremely lengthy, and a facilitator, has to invest a lot of time and effort in each student.

These are the main provisions of the theory of cognitive learning developed by American scientists, but I would like to restore historical justice and dwell on the contribution of Soviet and Russian methodologists to this theory. With full responsibility, they can be counted among the best in the world. The eminent Soviet Psychologist L. S. Vygotsky once concluded that all training revolves around two processes: awareness and mastery. A foreign language is no exception in this sense. The two sides of the foreign language learning process are inseparable and reflect the unity of equally important functions inherent in human language. Vygotsky was particularly interested in the relationship between these two processes in the seventh chapter of *Thinking and Speech*, written just before his death in 1934. He proposed that language and thought are neither identical nor entirely separate processes.

Language does not express thought, but thought takes place within it and thus takes on a social form: the structure of language is not a reflection of the structure of thought. Therefore, it cannot be remembered as a finished dress. Language is not the expression of a complete thought. When thought becomes language, it transforms and changes. Thinking is not expressed in words but takes place in words [2, p. 40]. Language is, therefore, on the one hand, a means of communication and on the other hand an instrument of knowledge. This postulate is consistent with the general understanding of the essence of a person's communicative competence as knowledge, ideas about language, the ability to perform speech acts, and skills in the field of language. These two aspects of language learning, the acquisition of knowledge about the language and the acquisition of knowledge about the language itself, are today perceived as equivalent processes in foreign language didactics and serve to obtain an adequate picture of the linguistic phenomenon, the development of competence, to use this phenomenon real communication.

RESULTS AND DISCUSSION

Therefore, the communicative-cognitive approach is recognized as the leading approach to foreign language teaching in modern conditions. This linguistic concept is



based, among others, on the ideas of V.D. Arakin, who tried to trace the process of learning a foreign language based on the theory of the gradual formation of mental actions. The concept of the method has been implemented in a variety of textbooks and teaching materials and still retains the position of the leading method when it comes to setting practical language acquisition through awareness of its structure. This dominance finds practical implementation: a) in the modeling of problematic language situations with texts of all kinds; b) in the development of elements of reasoned discourse in the language works of the students since in natural language a simple description or dialogue for simple conversation and contact is extremely rare, a certain goal is disproportionately pursued by speakers within the language framework a specific Strategy and use of specific language tactics to express a specific meaning;

This dominance finds practical implementation: a) in the modeling of problematic language situations with texts of all kinds; b) in the development of elements of reasoned discourse in student language works, since in natural language a simple description or dialogue is very rare for reasons of easy maintenance and contact, a given goal of speakers becomes disproportionately common in the context of a given strategy and use certain language tactics to express a certain meaning of the language form. The result of the exercises is the formation of skills (phonetic, lexical, grammatical). Speech exercises are aimed at developing and improving speech skills based on acquired knowledge and skills. When conducting them, attention is paid not to the form, but to the content of the statement. Such exercises are always situational and contextual. It is believed that the ratio between language and speaking exercises in textbooks of the communicative type should be 1:4. Here it is important to note the degree of involvement of the conscious mind in the mastering of the linguistic material. In the induction phase, his role is very important. Our students perceive language material consciously. Then comes the training phase.

The further the skill is developed, the closer it should be to the subconscious level. And when creating their language work, the students consciously focus on the meaning of this work; the use of linguistic forms occurs unconsciously, and automatically. Another interesting detail. In the hierarchy of training or language exercises, multiple-choice exercises are second only to imitation exercises! By and large, of course, they cannot be the main measure, the criterion for mastering the language, as is customary today. They are only part of the training exercises! Conditional speaking exercises occupy an intermediate position between language and speaking exercises. Such exercises, like speaking, serve to develop language skills based on acquired knowledge and skills. However, their implementation involves the use of learning situations and the solution of less complex mental tasks that arise when performing speech exercises [4, p. 470].

Regardless, I want E.I. Passov on using a cognitive approach in teaching a foreign language. More specifically, E.I. Passov merged the communicative and the cognitive



approach. Through him, as well as through the humanistic-personality-oriented approach in general, an awareness of the need to deal with the psychological and psycholinguistic problems of the students arose in language didactics. This led to a student focus and an overhaul of the teacher's role in the classroom. The communicative approach stimulates creativity. The student finds himself in a situation where he is forced to take the initiative and actively seek ways to acquire knowledge [3, p. 221]. A student trained on such principles will never be a passive recipient of knowledge already formulated and prepared for transmission by someone else. The combination of pedagogical-humanistic and methodical-communicative principles in the field of language learning led to the formulation of the thesis on the communicative-cognitive approach as the leading approach in foreign language teaching, especially in higher education.

To develop a professional attitude towards language teaching, teachers must view the language to be learned as a code and social practice that needs to be balanced in the curriculum. Understanding the nature of the relationship between language and culture is central to the process of learning another language, as culture plays a central role in interpreting meaning in social interaction; Therefore, it is language in its cultural context that creates meaning. The interpretation of meaning occurs within the framework of culture in the form of lifestyle, social values, beliefs, proxemics, and kinesics. Adaptation, meaningful exercises, and the use of different relationships in these exercises are required to increase student motivation. Knowing the types of exercises is a critical issue for educators. In cognitive theory, language exercises are used to ultimately teach students how to speak and help them master the basic structural patterns of the language being learned. With small repetitions, comparisons, and comparisons for correction, many students will certainly find success.

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