

THE APPLICATION OF THE COGNITIVE APPROACH TO TEACHING THE ENGLISH VOCABULARY AT THE B2 LEVEL

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Abstract: *the article discusses issues based on the application of the cognitive approach to teaching the English vocabulary and gives clarification for the processes of cognitive approach and its application.*

Key words: *methodology, cognitive approach, vocabulary, education.*

The theory and methodology of teaching foreign languages in our country has its own history and rich traditions. Today it can be stated that methodological science has reached a new level of its development, the characteristic features of which are determined by the specifics of the current stage of the socio-cultural state of society and, in particular, by the requirements for the quality of teaching foreign languages. This is due to the multivalued functions of a foreign language in the life of a modern person. Language acts, on the one hand, as a means of communication, expansion of positive cultural and ethnic contacts, development of the student's personality, his professional self-realization; on the other hand, it promotes the assimilation of world spiritual experience, familiarization with culture on a global scale, creating an opportunity for the full-fledged cultural and spiritual growth of each person.

Systematic teaching of a foreign language begins in a general education school. It is precisely this structure that is designed to ensure both the normative (standard) level of linguistic education of students, and the possibility of their further advancement in the study of foreign languages. In the theory and practice of linguistic education, there has been a positive experience in the development and application (including in the general education school) of effective approaches, methods and models of teaching. In particular, the following approaches can be noted: developing (R.P. Milrud), linguistic and cultural (E.M. Vereshchagin, V.G. Kostomarov), socio-cultural (V.V.Safonova), personal and activity (I.A. Winter); methods: conscious-practical (B.V.Belyaev), communicative (I.L.Bim, E.I. Passov), activation of the reserve capabilities of the individual and the team (G.A. personal-positional-activity model of learning (I.B. Vorozhtsova).

The cognitive model of teaching the lexical aspect of a foreign language is a multilevel, polystructural and poly functional unity. This unity is ensured by the mechanism of interaction of invariant components, among which the following are highlighted as the main ones: target, meaningful, procedural and managerial, effective. Each of them, remaining an element of integrity, has its own content and functional originality, due to the conscious mastery of foreign language vocabulary.

The didactic complex, which implements the vocabulary teaching model, is aimed at: a) consistent implementation of refined goals, grounded principles, updated content of vocabulary teaching; b) adequate technological support. All this constitutes the procedural

part of the model, which includes methodological tools and technological mechanisms for its implementation in educational practice. The named mechanisms are focused on the effective formation of students' lexical (semantic) competence as a basic component of foreign language communicative competence and on the successful development of all cognitive processes by means of the "foreign language" academic subject at the same time.

The model of teaching foreign language vocabulary and the results of its practical implementation confirm the real possibility of increasing the productivity of foreign language lessons in general, and on this basis, reliable and high-quality knowledge of the lexical foundations of various types of speech activity is ensured in the conditions of a basic course of teaching a foreign language.

The model of teaching the lexical side of speech takes into account the patterns established by cognitive psychologists in the acquisition, structuring, storage and application of lexical knowledge. It takes into account: a) the nature of the meanings underlying lexical knowledge; b) features and patterns of cognitive processes (perception, recognition, discrimination, understanding); c) the stages of the formation of lexical skills of a productive and receptive nature; d) the nature of the interaction of intellectual actions and lexical stereotypes among themselves. Taking these circumstances into account makes it possible to form lexical skills associated not only with the creative use of the learned lexical material, but also with its transfer to other conditions of functioning (to another topic, to a new speech situation, from one type of speech activity to another).

In the use and perception of words, a rational combination of stereotypical and creative actions of a speech and non-speech nature is evidently manifested. The lexical actions of a productive and receptive nature, formed taking into account the basic provisions of the cognitive approach, provide a creative (creative) character of speech actions with units of the lexical level.

Lexical strategy and its aspects are a combination of intellectual techniques and efforts used by the learner to understand, memorize and use knowledge about the lexical system of the language. The system of techniques for memorizing and assimilating lexical information, the system of lexically directed exercises form the technological basis for the implementation of the strategy and its aspects. It is a procedural component of the cognitive-based vocabulary learning model.

The technology of teaching vocabulary of a productive and receptive nature based on a cognitive approach ensures the achievement of positive results without much time consuming. Lexical skills, formed taking into account such circumstances, allow students to synthesize lexical units, to understand authentic texts with their help. High-quality and stable lexical skills ensure correct and deep extraction of information from the listened and read texts. Lexical skills, formed taking into account a whole complex of cognitive processes, allow students to successfully solve communicative problems of communication within everyday situations.



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