



# THE COGNITIVE APPROACH IN FOREIGN LANGUAGE TEACHING AS A MOTIVATIONAL TOOL FOR STUDENTS

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## ABSTRACT

Currently, it is relevant in the process of teaching a foreign language that cognitive and communicative technologies are actively introduced, since the communicative-oriented lesson involves the formation of a system of certain knowledge, skills and abilities, and provides an opportunity for the student to form specific competencies, namely, language, socio — cultural, discursive, social and strategic. The purpose of this article is to analyze the cognitive approach in teaching a foreign language as a means of enhancing the students' motivation. The theoretical significance of the study is that the paper presents a methodology for developing a set of exercises using modern cognitive and communicative technologies. The results of the work can be applied in the development of educational and methodical manuals and programs for teaching foreign languages.

**KEYWORDS:** cognitive approach; students' attention; dynamics; motivational tool; cognition process; generalization; systematization; modeling of the pedagogical process; educational and methodical manuals.

Cognitiveness (lat. "cognition, study, awareness") refers to the ability of a person to infer 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, so it may seem that this concept is the patrimony of biology and psychology. Meanwhile, the theory of cognitiveness currently occupies an honorable place in the teaching methodology, since cognitive processes of cognition help modern people to cope with the endless information flow and help to understand exactly how the human brain performs the functions of processing new information for itself and its further use, and knowledge, as we know, is also the result of the cognitive (cognitive) process. That is why we call the cognitive approach one of the leading ones in the field of teaching foreign languages, which focuses on taking into account the laws of the cognitive process when mastering a foreign language and the features of the mental (intellectual-emotional) activity of students, in whom the development of a new linguistic system is carried out through the interaction of internal and external

factors. The internal engine of cognition in general and language, in particular, is a conflict-a contradiction between existing ideas about language and reality. When teaching, the "organizer" of awareness and resolution of this conflict is most often the teacher. It should draw the student's attention to the fact that there is a contradiction and help to resolve it. The activity of a teacher is not an activity for the frontal transfer of knowledge. He should be an active mediator who brings the knowledge received by students into the system, offers them problem situations, and is also active in terms of discussion.

Strengthening the cognitive perspective in the implementation of the educational process for teaching a foreign language involves giving it meaningfulness, purposefulness (both the entire training session or a series of classes, and its individual stages, and individual tasks - when explaining the language facts and further organizing their training). Training in optimal cognitive strategies leads to the formation of motivation, faster achievement of students' independence, and the creation of a situation of success in learning.

By emphasizing mental processes, the cognitive approach placed itself in opposition to



behaviorism, which largely ignored mental processes. Therefore, one of his most important commandments is meaningful practice. Learning occurred through cognitive memory structures, by perceiving, processing, and storing information for short-term or long-term memorization and retrieval. Great importance was attached to the organization of the practice of communication in the studied language. The training was recognized as holistic and was carried out as follows: phonemes should be studied before words, words - before phrases, simple sentences — before complex ones. Students developed grammatical rules independently, resorting to deductive methods. The student was at the center of the learning process, and awareness of the language rules was central to learning a foreign language. This changed the attitude of teachers to mistakes, which was manifested in the need for contextualized grammar teaching and the analysis of errors, which were interpreted as natural phenomena in the process of learning foreign languages.

Cognitive approach in teaching a foreign language as a motivational tool for students, it often ignores past experience; does not take into account feelings, unconscious actions or reactions, ignores the influence of biological factors of individuals, differences in learning taking into account hormonal processes and thinking characteristics. Although, as we know, these processes play a fundamental role in the process of teaching foreign languages. Another disadvantage is that the training procedure is extremely time-consuming for a foreign language teacher, who, acting as a facilitator, must invest a huge amount of time and effort on each student.

Thus, language is an instrument of communication, on the one hand, and an instrument of cognition, on the other. This postulate is consistent with the general understanding of the essence of a person's communicative competence as knowledge, understanding of language and the ability to perform speech actions, skills in the speech sphere. These two aspects of language learning-gaining knowledge about the language and gaining knowledge of the language itself-are now perceived as equally important processes in the methodology of foreign languages and serve to form an adequate understanding of the linguistic phenomenon, the development of skills to use this phenomenon in real communication. Therefore, the leading approach to teaching foreign languages in modern conditions is recognized as the communicative-cognitive approach.

This linguistic concept is based, among other things, 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 large number of textbooks and teaching aids and still retains the position of the leading method when setting the practical mastery of the language through the awareness of its structure.

This dominant is implemented in practice:

a) in modeling problematic speech situations based on all types of texts;

b) the development of elements of reasoned discourse in the speech works of students, since in natural speech it is extremely rare to find a simple description or dialogue for the sake of simple maintenance and contact, incomparably more often the speaker pursues a certain goal within a certain strategy and using a certain speech tactics to express a certain meaning;

c) in connection with the latter – in practical terms, in the system of exercises, the active use of elements of logical argumentation, operations of reinterpretation or re-formulation of the same meaning on the basis of a sentence-judgment (utterance) or syllogisms (complex sentence, text) in the form of periphrases, paraphrases, compression of meaning, the establishment of cause-and-effect relationships with the active use of different types of logical-semantic schemes.

The result of the exercises is the formation of skills (phonetic, lexical, grammatical). Speech exercises are aimed at developing and improving speech skills on the basis of acquired knowledge and formed skills. When performing them, attention is focused not on the form, but on the content of the statement. Such exercises are always situational and contextual. Here it is important to note the degree of participation of consciousness in mastering the language material. At the stage of familiarization, its role is very large. Our students perceive the language material consciously. Then comes the training phase. The more the skill is formed, the closer it should be to the level of the subconscious. And already at the stage of generating their own speech works, students are again consciously focused on the meaning of this work; the use of language forms occurs unconsciously, automatically. Another interesting detail. In the hierarchy of training or language exercises, the second place after imitation exercises is occupied by multiple choice exercises! By and large, they, of course, cannot be the main measure, the criterion of mastering the language, as is customary at the present stage. They are only part of the training exercises! Conditional speech exercises occupy an intermediate position between language and speech exercises. Similar to speech exercises, such exercises are designed to develop speech skills based on the acquired knowledge and formed skills. However, their implementation involves the use of learning situations and the solution of less complex mental tasks that occur when performing speech exercises.



When starting to develop a set of exercises using cognitive and communication technologies, we took into account the following principles:

#### 1. Student readiness

Motivation is an important part of learning, and learning must be tailored to the student's cognitive abilities, experiences, and context that make them ready and able to learn.

#### 2. Spiral organization

Learning should be structured in such a way that the student constantly relies on what he has already learned; it should be internally controlled and mediated by the learner; learning goals and objectives should be consistent, not imposed; assessment should serve as a tool for self-analysis.

#### 3. Open learning

The student independently extracts the information, checks it, and formulates the rules. From this point of view, we distinguish declarative, procedural, and conditional knowledge. The teacher acts as a guide, encourages research, and structures the materials in such a way as to encourage extrapolation, going beyond the information provided.

#### 4. Creating a real environment

This involves using an actual context, focusing on realistic approaches to solving complex problems, presenting authentic tasks (contextualizing rather than abstracting instructions); encouraging reflexive practice, conceptual interconnectedness.

When forming a professional attitude to language teaching, it is important for teachers to consider the language being studied as a code and social practice, which should be balanced in the curriculum. Understanding the nature of the relationship between language and culture is central to the process of learning another language, since culture plays a central role in how meanings are interpreted in social interaction; therefore, it is language in its cultural context that creates meaning. The interpretation of meaning is carried out within the framework of culture in the forms of lifestyle, social values, beliefs, processes, and kinetics. To increase the student's motivation, accommodation, meaningful exercises, and the use of various relationships in these exercises are necessary. Knowledge of the "types of exercises" is the most important question for teachers. In cognitive theory, language practice exercises are used to ultimately teach students how to speak and help them master the basic structural patterns of the language being studied. With small doses of repetition, comparison, and contrasts for remedial purposes, many of the students will undoubtedly succeed.

Conclusion. All the above reflections are based on the pedagogical concept of a person as a unique being and invite not only a cognitive approach

in the methodology, but also a personality-oriented pedagogy. The teaching methods implemented in line with the cognitive method have a huge educational potential. They develop independence of thought and action, the desire to manage their own learning and evaluate it, in addition to mental development, they contribute to the spiritual and social development of the individual, and therefore are a powerful motivational tool for students in learning a foreign language. The cognitive principle is also attractive because, based on solid scientific theories, it does not allow you to calm down, to stop at once developed and tested doctrines. It gives an idea of the complexity of reality, which we call "the process of mastering a foreign language". It makes you constantly remember that nothing in the learning process can be predicted absolutely accurately. Nothing is predetermined either on the part of the teacher or on the part of the student. The realization of this makes you be prepared for the fact that in the next moment of the lesson you will have to change your tactics. However, the teacher's knowledge of the laws of the process of cognition gives a sense of self-confidence, allows you to model the educational process adequately to the tasks set.

Therefore, the cognitive principle in the framework of teaching a foreign language is an absolute necessity. First, it is based on the cognitive skills that students have already acquired when mastering their native language, which greatly facilitates and accelerates the process of mastering a foreign language. And this is important with a small number of hours in the curriculum devoted to learning a foreign language. Secondly, this method involves the use of all means to intensify the educational process. Training in optimal cognitive strategies leads to a faster achievement of students' independence, creating a situation of success in learning, and developing the student's abilities. "Cognitive" pedagogical techniques train the student in reflection, reflection on their actions. Thinking about what you're doing is the best strategy. Learning cognitive strategies is very important, but not self-sufficient. It should be subordinated to the implementation of communication tasks.

That is why the teacher needs to give students clear guidelines and explain the difficulties of the learning process. It is important to convince students of the need to learn a foreign language, in its widespread practical application in the future. Competitive spirit within the group, systematic presentation of the material and its control, taking into account the individual characteristics of students, the correct organization of the educational process, perseverance in achieving results are good incentives that increase the level of motivation in teaching a foreign language. The teacher's knowledge of



methodological techniques and training strategies, their practical application; students' awareness of the need to learn English for their successful career and professional activity is the key to the effectiveness of the educational process and improving the quality of education in the higher education system.

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