



# ANALYSIS OF CURRENT SITUATION ON IMPLEMENTING COGNITIVE APPROACH IN ENGLISH CLASSES

**Djiemuratov Baxit**

MA student,  
Department of English Language and Literature,  
Nukus State Pedagogical Institute, Nukus, Karakalpakstan,  
Uzbekistan

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## ABSTRACT

*In order to learn the amount of attitude towards using cognitive approach to learning in local context we analyzed State Educational Standard, the syllabus of the subject “English language” and course books used in this subject. A Curriculum, in our case State Educational Standard provides useful information for the organization of teaching, learning and evaluation activities. It is through a curriculum that education programmes (syllabus) become operational in the classroom.*

**KEYWORDS:** *sociolinguistic competence, career-oriented, syllabus, requirements, communicative.*

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As our aim is the usage of cognitive approach for developing B2 level learners’ language skills, we take the students of higher educational establishments. The reason for this is that according to the “Requirements for the level of preparation of graduates of all stages of education in foreign languages” adopted on May 8, 2013 by the Cabinet of Ministers of the Republic of Uzbekistan, [1] the foreign language level of graduates in non-foreign language faculties of higher education institutions should be B2. According to this document the aim of teaching foreign languages in all levels of education in the Republic of Uzbekistan is the formation of communicative competence in a foreign language in learners’ everyday life, as well as in scientific and professional fields in a multicultural world. This document focuses on three types of competencies: linguistic, sociolinguistic and pragmatic.

Linguistic competence refers to the acquisition of knowledge of language material (phonetics, vocabulary, grammar) and skills (reading, listening, speaking and writing) in the types of speech activities.

Sociolinguistic competence allows the speaker to choose the desired linguistic form, method of expression, based on a particular speech situation, communicative purpose and desire. It incorporates socio-cultural competence into the national characteristics of authentic speech; knowledge of the

customs, values, rituals and other national and cultural features of his own country and the ability to compare them with the country whose language he is learning.

Pragmatic competence refers to the ability to get out of difficult situations by repeating, apologizing when misunderstandings arise in a communicative situation in the foreign language being studied. In this standard, discourse competence is included in the pursuit of pragmatic competence. This competence implies the expression of ideas in oral or written speech by appropriate linguistic means. Discourse competence refers to the skills of understanding and interpreting linguistic cues in ensuring consistency in oral or written speech.

In order to develop the above mentioned competences there should be used different approaches in foreign language process, one of which is cognitive approach. We suggest using this approach because as we know cognitive approach involves memory, thinking, reflection, abstraction, motivation, and meta-cognition, which are very essential in developing their knowledge of language material (phonetics, vocabulary, grammar) and skills (reading, listening, speaking and writing), in comparing customs, values, rituals and other national and cultural features of his own and foreign countries, getting out of difficult situations by



repeating, apologizing when misunderstandings arise in a communicative situation.

The syllabus analysis is a kind of a map. It is a plan with regard to the objectives, content, learning materials, assessment as well as the methods employed as a guidelines in conducting learning activities in order to achieve the goal of a certain education as a learning outcome. The syllabus analysis provides a detailed list of principles underlying language learning and teaching, the choice of material and content, and classroom assessment that incorporate constructivist, motivational, and brain-based learning theories.

So, the second document we analyzed is the syllabus of the subject “The English language”, designed by G.Bakieva, B.Samatov, M.Tursunov, et al. and adopted by the Ministry of Higher and secondary special education on 14 June, 2018[2]. The syllabus depicts the value of the subject in higher education and points out that aim of the subject is to the content of the subject aimed at developing (academic) language skills, language competencies to be used in future professional activities. Self study learning is directed to the formation of motivation to acquire skills and abilities to use the language. While learning the subject students have opportunities to develop general, academic and career-oriented language skills and competencies appropriate to B2 level.

The aim of the subject is to prepare specialists who can use the foreign languages in their everyday lives, professional and scientific (academic) field. One of the aims is to develop learners’ logical thinking skills while dealing with the issues on concerning to their professional field and everyday life.

The syllabus provides a detailed description of required competencies (linguistic, sociolinguistic, pragmatic) the graduates of B2 level should acquire in the subject “Foreign language” according to state educational standards. They are the followings:

Linguistic competence, where students should be able to listen and understand the essence of comprehensive speech or a statement of a series of complex ideas, lectures, detailed instructions, scientific and professional presentations, inquiries and opinions; complex authentic speech in familiar and unfamiliar contexts; to be able to take part in lively discussion and debate without prior preparation, clearly express their views and opinions in a formal discussion; substantiate their opinions in discussions, interpret and change correction; draw a clear generalized conclusion from an article, report, or discussion; distinguish relevant information from articles and reports in their professional fields; To write well-organized essays and reports in the right form and content;

Sociolinguistic competence, which includes deeper understanding of intercultural communication

including communication features like greetings, forms of address, courtesy comparing English and Uzbek cultures.

Pragmatic competences where students should be able to use language accordingly in different social, educational and professional circles; to be able to divide speech in the process of communication, to add clarity, to interpret differently, use correction, completion, and other strategies, and to apply in practice.

In order to develop the above mentioned competencies the role of cognition is significant. As cognition deals with the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses it is important to pay attention in the development of these competencies. Dealing with the tasks like clearly expressing views and opinions in a formal discussion; substantiating opinions in discussions, interpreting and changing, distinguishing relevant information from articles and reports in their professional fields scientific and professional presentations, inquiries and opinions; deeper understanding of intercultural communication, using language accordingly in different social, educational and professional circles students need cognition i.e. thinking, understanding, evaluating and changing skills. So in this plan we appreciate the requirements of the syllabus of the subject “Foreign languages”. In language teaching, Input refers to the linguistic content of a course. It seems logical to assume that before we can teach a language, we need to decide what linguistic content to teach. Once content has been selected, it then, needs to be organized into teachable and learnable units as well as arranged in a rational sequence. The result is a syllabus, which essentially covers the content of teaching and learning.

So, the next document we analysed was the educational programme (it is called in our local place “Ischi dastur, Rabochaya programma”) which was designed by the Nukus State Pedagogical Institute English language teachers. The action syllabus we analysed was designed by Seytova Gulxan and Borasheva Aybolgan for the second year students of all bachelor degrees of the Nukus State Pedagogical Institute. The aim and objectives and requirements on learners’ achievement and outcomes are the same as in the syllabus of the subject “The English language”, designed by G.Bakieva, B.Samatov, M.Tursunov, et al.[3] There are 34 practical lessons and 18 self study tasks are planned in the action syllabus. 17 topics are devoted to general themes like food, health, shopping, daily activities, appearance and etc, 3 topics are devoted to professional field. But in their third year of study students have 3 and 4 professional topics. According to syllabus students learn vocabulary, grammar concerning to topics, develop their reading, listening, speaking and writing



skills. We like these points in the syllabus as they give opportunity to develop their cognition.

We'd like to mention several activities which we appreciate as appropriate activities for developing cognition. So, in the topic "Career responsibility" students read the text "Career responsibility is one of the leading stages of promotion, they discuss causes and consequences of career responsibilities, learn to write a letter of application. This kind of activities let learners think, evaluate and foresee the situation, develop ability to plan their life and career development, solve the problem, avoid the problematic situations and be polite. In the topic "Environment" students should interview people about environmental issues and write opinion essay about environmental problems. It is also one of the beneficial tasks, as it is not an easy thing to interview others. In order to fulfill this task students have to design questionnaires where they should take into account the logicity of questions, their influence on respondents, difficulty of questions, outcome of the question and many other factors. And this requires some thinking, planning, rethinking, evaluating, which is essential in cognition as well as creates understanding, friendship and cooperation among people. In the topic "My first experiment" (Professional topic) Students speak about their first chemical experiment, which develop their reflective skills. But we'd like this kind of tasks to be more, as they relevant to our learners' life, interests and abilities, learners have opportunities to acquire skills and experiences to solve real life problems.

And these tasks give us opportunity to reach the cognitive aims, the behavioural aims and the emotional aims of each unit. In this plan we liked the content and objectives of the syllabus.

## REFERENCE

1. *State Educational Standard "Requirements for the level of preparation of graduates of all stages of education in foreign languages". T. May 8, 2013.*
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