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The Linguocognitive Approach as the Implementation of the Cognitive Direction in Teaching a Foreign Language

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***Abstract:** Currently, foreign language teaching can boast of many different methods and practices, while the communicative approach dominates. Along with innovative methods based on modern technologies, traditional structural methods are still popular. The approach of cognitive linguistics discussed in the article is based on the advantages of existing methods and, apparently, overcomes their disadvantages. The article provides an overview of foreign works of recent decades devoted to the problem of integrating cognitive linguistics into the theory and methodology of teaching a foreign language in general and grammar of a foreign language in particular. A distinction is made between the cognitive (linguo-cognitive, conscious) approach and methods based on the modern theory of cognitive linguistics: cognitive grammar and semantics.*

***Key words:** *linguo-cognitive approach, communicative approach, cognitive linguistics, memory, attention, awareness, communicative method.**

Cognitive factors include memory, attention and awareness, forgetting, as well as the context or environment in which the learning process takes place. Memory plays a role in achieving a higher or lower level of language proficiency. In the work of L.P. Tarnaeva, a review of the cognitive direction in the study of speech activity is carried out and the main conclusions are highlighted, which are presented below:

1. Cognitive training is aimed at the development of students' reflexive activity, the formation of intellectual skills necessary to solve educational tasks, and the activation of mental activity.
2. In linguodidactics, the cognitive approach is aimed at students' cognition of linguistic phenomena, at developing techniques and strategies that ensure proficiency in a foreign language and improve speech skills that are based on cognitive activity. The cognitive orientation is clearly manifested in conscious-comparative in conscious-practical methods.

The cognitive orientation is also characteristic of the communicative method. A communicative and cognitive approach is being developed within the framework of the communicative method. In the late 90s, the communicative and cognitive approach was developed by N.V. Baryshnikov. For both authors, the concept of a communicative-cognitive approach is associated with the concept of consciousness. I.L. Bim in his works develops a cognitive approach that is based on a conscious comparison of elements of the native language and a foreign language. In her works, the cognitive approach is subordinated to the communicative one. Cognitive learning techniques serve to ensure that students master language as a means of communication. She constantly emphasizes that the communicative and cognitive approaches do not contradict each other, but exist in symbiosis.

The cognitive orientation of the communicative method is most obviously manifested in one of the leading principles of this method – the principle of speech-thinking activity. According to this principle, the activation of students' mental activity is one of the main reserves for improving learning efficiency. All classes are speech-oriented. Any exercise should develop the students' thinking from beginning to end, even an easy and insignificant task should be problematic. Otherwise, the interest disappears, the ability is blunted. There is a gradation of mental tasks according to complexity. These exercises can also vary according to the degree of teacher involvement in student activities.

The principle of speech-thinking activity is also related to the principle of intellectual activity activation. According to this principle, it is necessary to take into account the type of intelligence peculiar to each student.

For some students, reproductive activity prevails. This type of activity is aimed at memorizing, reproducing and applying the studied material according to a sample. Such activity is often characteristic of excellent students. Another type of activity – interpretive activity – means that the student processes, interprets the material, learns the connections between the elements. With interpretive activity, it is easier to apply knowledge in already changed conditions. Creative activity is manifested not only in reproducing or interpreting the material, but also in finding a new way to achieve the goal.

At the first stage, reproductive activity prevails, at the second – productive-reproductive, and at the last – productive activity.

Now the cognitive approach has actively entered the teaching methodology of AI. A new direction of learning is emerging – linguocognitive. Hence, the linguocognitive approach to teaching a foreign language. He is currently one of the presenters.

The cognitive approach in teaching a foreign language is reduced to the problem of organizing optimal actions of students. Taking into account cognitive processes in speech activity is recognized as an important condition for effective learning.

The conscious-practical method largely carries a cognitive orientation, which is reflected in its very name. The basics of this method were developed in the 60s of the XX century by D.B. Belyaev. It was widely used in schools. At the moment, this is the leading method of teaching a foreign language in universities. In the course of classes, students consciously master the language forms necessary for communication. At the same time, this method is practical, since the purpose of training is speech practice. The linguistic concept of this method is based on the ideas of L.V. Shcherba. In accordance with L.V. Shcherba's teaching, the conscious-practical method identifies 3 learning goals: practical, general education and educational, and 3 learning objects – language, speech and speech activity.

There are also 3 goals in the communicative method: educational, developmental and educational. In the conscious-practical method, the main focus of classes is the mastery of linguistic means and speech activity in a foreign language. The principles of this method are dominated by consciousness and practical orientation. Consciousness manifests itself in taking into account the role of the native language. The native language is used in mastering grammatical phenomena, as well as for semantics in cases where it is difficult to use visualizations. This method adheres to L.V. Shcherba's concept of active and passive grammar. His ideas are taken into account.

When teaching on the basis of a conscious practical method, the importance of comparative study of a foreign language and a native language is emphasized. Moreover, this comparison is necessary not only to learn a foreign language, but also to understand the native language more deeply.

The main provisions of the conscious-practical method:

1. Taking into account the peculiarities of the native language helps to overcome interference and at the same time promotes transference.
2. Within the framework of the conscious-practical method, the minimum speech unit is a sentence, since it is a unit of communication.
3. The mastery of grammar is practical. First of all, grammatical phenomena are studied, which are realized in speech.
4. The means of communication are minimized in accordance with the levels of learning, that is, language tools are studied to such an extent that corresponds to the goals and objectives of learning at this stage.
5. Concentricity prevails in the presentation and organization of lexical and grammatical material. Unlike the communicative method, it is not based on the principle of a "snowball", but Serialized.
6. The principle of functionality is one of the leading principles in the organization of educational material.
7. With the conscious-practical method, the structural-semantic approach prevails in the organization of grammatical material.

The following can be distinguished as the basic principles of the conscious practical method:

1. parallel mastery of types of speech activity;
2. consistency in the organization of learning, which is expressed in the following – from knowledge to speech skills and abilities;
3. Differentiated assimilation of active and passive material, which is realized in language and speech exercises.

The concept of the method is implemented in a large number of textbooks, which are divided into purely grammatical, grammatical-speech and speech. This method is optimal for teaching a foreign language at a university, especially students of philology.

In the cognitive approach to learning, special attention is paid to thought processes.

The methodology outlines a turn from intuitive methods to more cognitively oriented methods. The conscious-comparative method, although it is mixed, already has a clear cognitive orientation. The emphasis on consciousness is beginning to prevail in foreign methods.

The cognitive approach to learning is implemented in such methods as grammar-translation method, conscious-oriented approach (Conciseness-raising approach), as well as in learning using a database (Data-driven learning).

With the advent of the communicative approach to learning in foreign methodology, there was a tendency to underestimate the role of cognitive processes in learning a foreign language; they began to be associated only with memorizing rules and systematic language acquisition, which means understanding the cognitive approach in a narrow sense.

In Russian psychology and methodology, which historically tended to study the cognitive processes of personality, cognition is generally understood in a broad sense and we talk about its various levels:

1. rule level - performing speech actions in accordance with the rule;
2. the level of meaning – awareness and understanding of the meaning of the language units used;
3. the level of performance of speech activity – how the speaker builds a statement, where he starts, how he ends, what arguments he gives;
4. social level – awareness of the content of what is being said, what information the statement carries (advice, request, objection, etc.;
5. cultural level – awareness of how the information being communicated and its speech design correspond to the cultural norms of native speakers;
6. the cognitive style of students' work is the student's awareness of how he/she learns, what techniques he/she uses, assessment of their effectiveness, as well as self-assessment of the level of language proficiency [Boldyrev:2001].

The known levels of cognition correlate with the components of communicative competence and indicate the influence of cognitive processes on its formation. This allows us to conclude that there is a cognitive component in the communicative competence. This approach is reflected in the interpretation of the communicative method by Russian methodologists, who use the terms "communicative-cognitive method" or "approach".

From these positions, the communicative and cognitive approach to teaching students various aspects of speech activity is considered. It consists in identifying the communicative and cognitive mechanisms of speech, in mastering the rules governing the functioning of linguistic units, their participation in the speech act, as well as the rules for constructing speech works – statements and text as products of speech-thinking activity. The scientists focus on: 1) the "mental" foundations of understanding and producing speech, in which linguistic knowledge is involved in the processing of information; 2) cognitive structures and processes that are peculiar to humans, namely: a systematic description and explanation of the mechanisms of human language acquisition, the principles of structuring these mechanisms. Cognitive training is aimed at the development of students' reflexive activity, the formation of intellectual skills necessary to solve educational tasks, and the activation of mental activity.

Now the cognitive approach has actively entered the methodology of teaching a foreign language. A new direction of learning is emerging – linguocognitive. Hence, the linguocognitive approach to learning a foreign language. He is currently one of the presenters.

For example, in one of the recent studies on the possibility of using a linguocognitive approach, and in particular, on the application of linguocognitive strategies for the formation of the lexical component

of communicative competence among philological students to teaching vocabulary in classes on Russian as a foreign language, the author notes the effectiveness of this technology based on the lexemes "silence" and "silence".

Speaking about the linguocognitive approach, it is important to note the process of formation of the linguocognitive potential that the student accumulates and develops during the study of a foreign language, namely linguistic phenomena and cultural phenomena. Serebryakova S.V.'s work describes the process of forming a linguistic personality among linguists-translators, as the realization of linguistic and cognitive potential as the main factor in building an educational paradigm that allows improving the quality of professional training of a translator and forming his intercultural competence.

E.P.Turbina, in her work devoted to the specifics of the development of the foreign language cognitive potential of students of non-linguistic specialties of universities, primarily defines the tasks of the university course with the communicative and cognitive needs of specialists of the appropriate profile, and it includes the study of patterns of language, thinking, features of speech communication activities, as well as modeling and teaching situations of communicative communication. From her point of view, the experience of teaching English at a technical university shows that students' familiarization with professional fragments of the English-speaking worldview is significantly limited by the absence in their worldview of many stereotypical communication situations peculiar to the society of the country of the studied language. At the same time, the main situations of business communication (establishing personal contacts, writing business letters, talking on the phone, etc.) cause the greatest difficulties in learning a foreign language, due to limited knowledge of communication strategies at the cognitive level. The author noted that the above-mentioned situations of business communication in English-speaking society should be the subject of cognitive activity of students studying a foreign language. This is achieved by modeling professional cooperation situations in the educational process, in which a foreign language acts as an instrument of social interaction between an individual and a professional foreign language team. Also, a prerequisite for the successful development of the foreign language cognitive potential of the student's personality, along with the axiologization of the content of linguistic education and interdisciplinary integration, is the methodological support of the process of its development. The latter, of which, involves the creation of an axiologically significant professionally oriented environment in the educational process. With regard to organizational forms and methods for the development of cognitive potential, the author suggests the use of educational dialogue, the intensity of foreign language material and educational text.

From the point of view of Otyzbayeva K.Zh. and Zhusupova G.M., successful professionally oriented foreign language teaching in non-linguistic universities of Kazakhstan is considered as a process aimed at forming an active and creative personality of a future specialist capable of successfully applying linguistic knowledge in professional activities, and involving the acquisition of special knowledge and skills that contribute to his professional development in various fields of production. This process involves not only teaching a foreign language as a means of communication and transmitting socially and professionally significant information to students, but also the formation of a multilingual personality that has absorbed the values of native and foreign cultures and is ready for intercultural communication. The inclusion of regional knowledge in the content of teaching a foreign language is legitimately recognized as mandatory at present. Which together will affect the formation of linguistic and cognitive competence among students.

When forming linguistic and cognitive competence, it is necessary to take into account all aspects of the cognitive approach in teaching foreign languages. This process is described in detail in the article by Ulamasova R.A. According to her, the development of a new linguistic system in a student is

accomplished through the interaction of internal and external factors. The internal engine of cognition is a conflict – a contradiction between a person's existing ideas about language and reality. The teacher acts as the "organizer" of awareness and resolution of this conflict, He draws attention to the fact of the existence of a contradiction, helps to resolve it, suggests problematic situations, is active in terms of discussion and questions regarding new knowledge. He presents samples of a foreign language, helps to structure them, suggests types of activities, a variety of cognitive techniques, and makes it possible to self-evaluate his learning process. The material will be learned if it has become "your own". This means that language is "built" on the basis of individual cognitive activity in the process of language practice, that is, the cognitive social approach is based on the understanding of linguistic knowledge as a product that arises in the process of linguistic communication within a community, where the organizing center of learning is the teacher. The formation of ideas about linguistic phenomena occurs according to a certain cognitive scheme: a specific experience [a linguistic phenomenon is represented in its functioning]; observation - reflection; abstract conceptualization [formation of the primary idea of a linguistic phenomenon]; experiment [the first attempts to use it in speech]; correction of conclusions. Thus, in teaching a foreign language, the cognitive approach is reduced to the problem of the optimal organization of cognitive actions of students, corresponding to the natural cognitive behavior of a person, that is, in order to be assimilated, linguistic information must, firstly, be analyzed, and, secondly, available for use, "automated".

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