



UDK:370.1

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THE ROLE OF COGNITIVE APPROACH IN IMPROVING STUDENTS' PHRASEOLOGICAL COMPETENCE

Annotation

This article explores how cognitive approaches can enhance phraseological competence by leveraging mental processes such as perception, memory, and problem-solving. It reviews various teaching methods, including contextual learning, explicit instruction, interactive activities, repetition and spaced practice, visual aids and multimedia, collocation exercises, contextualized grammar instruction, and error correction and feedback. Each method is evaluated for its effectiveness in learning, engagement, retention, and applicability. The findings suggest that a combination of these cognitive strategies can provide a more comprehensive and effective approach to teaching phraseology. By integrating these methods, educators can better support students in mastering phraseological units and improving their overall language proficiency.

Key words: Cognitive approach, phraseological competence, language learning, cognitive theories, educational strategies.

РОЛЬ КОГНИТИВНОГО ПОДХОДА В ПОВЫШЕНИИ ФРАЗЕОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ

Аннотация

В этой статье исследуется, как когнитивные подходы могут повысить фразеологическую компетентность за счет использования таких ментальных процессов, как восприятие, память и решение проблем. В нем рассматриваются различные методы обучения, включая контекстуальное обучение, четкие инструкции, интерактивные занятия, повторение и разнесенную практику, наглядные пособия и мультимедиа, упражнения по выбору фраз, контекстуализированное обучение грамматике, исправление ошибок и обратную связь. Каждый метод оценивается с точки зрения его эффективности в обучении, вовлечении, удержании и применимости. Результаты показывают, что сочетание этих когнитивных стратегий может обеспечить более комплексный и эффективный подход к изучению фразеологии. Комбинируя эти методы, преподаватели могут лучше помочь учащимся освоить фразеологические единицы и повысить их общий уровень владения языком.

Ключевые слова: Когнитивный подход, фразеологическая компетентность, изучение языка, когнитивные теории, образовательные стратегии.

TALABALARNING FRAZEOLOGIK KOMPETENSIYASINI OSHIRISHDA KOGNITIV YONDASHUVNING ROLI

Annotatsiya

Ushbu maqola kognitiv yondashuvlar idrok, xotira va muammolarni hal qilish kabi aqliy jarayonlardan foydalanish orqali frazeologik kompetensiyani qanday oshirishi mumkinligini o'rganadi. U turli xil o'qitish usullarini, shu jumladan kontekstli o'qitish, aniq ko'rsatmalar, interaktiv mashg'ulotlar, takrorlash va turli xil amaliyotlar, ko'rgazmali qurollar va multimedia, iboralarni tanlash mashqlari, kontekstli grammatikani o'rganish, xatolarni tuzatish va fikr-mulohazalarni ko'rib chiqadi. Har bir usul o'rganish, jalb qilish, ushlab turish va qo'llash samaradorligi nuqtai nazaridan baholanadi. Natijalar shuni ko'rsatadiki, ushbu kognitiv strategiyalarning kombinatsiyasi frazeologiyani o'rganishda yanada keng qamrovli va samarali yondashuvni ta'minlaydi. Ushbu usullarni birlashtirib, o'qituvchilar o'quvchilarga frazeologik birliklarni o'rganishda va ularning umumiy til bilish darajasini oshirishda yaxshiroq yordam berishlari mumkin.

Kalit so'zlar: Kognitiv yondashuv, frazeologik kompetensiya, tilni o'rganish, kognitiv nazariyalar, ta'lim strategiyalari.

Introduction. There are many misconceptions about psychology and psychologists in modern society. Psychology is not the science of mind reading, and psychologists are not endowed with mystical abilities that enable them to assess a person's character effortlessly, just by glancing at him briefly. The learning process, in turn, is also a practical process, not a theoretical one. Learning is an art and a science. This process can be controlled using cognitive methods to achieve more effective learning outcomes. The issue of introducing and actively using the fundamentals of cognitive learning in educational processes remains relevant in the context of modern technological development. Any educational process involves teachers preparing a curriculum, work programs, and other similar developments. In the developed information and educational resources, the correct combination of all the components of the cognitive learning method is of great importance.

Phraseological competence plays a crucial role in achieving fluency and effective communication in any language. It involves the ability to understand and use fixed expressions, idioms, and collocations—units of language that often carry

meanings beyond their individual components. Mastery of these phraseological units is essential for both comprehension and production in everyday language use, making it a key aspect of language acquisition.

Traditional methods of teaching phraseology frequently rely on rote memorization and repetitive practice. However, these approaches often fail to address the cognitive complexities involved in learning and using phraseological units. Such methods may not sufficiently engage learners or support their deeper understanding of how these expressions function within the language.

Literature review. Recent advancements in cognitive science provide valuable insights into the mental processes underlying language learning. Cognitive theories emphasize the role of mental representations, schema activation, and cognitive load in the acquisition of linguistic knowledge. These theories suggest that integrating cognitive approaches into language teaching could enhance the effectiveness of phraseological instruction by aligning teaching methods with the ways in which learners process and internalize language [1]. This article aims to

explore how cognitive approaches can be employed to improve students' phraseological competence. Specifically, the goals of this study are:

analyze cognitive theories such as schema theory, cognitive load theory, and connectionism to understand their implications for teaching phraseological units.

evaluate how cognitive approaches, such as explicit instruction on mental representations and context-rich examples, impact students' understanding and application of phraseological units.

develop practical recommendations for educators on how to integrate cognitive strategies into language teaching to enhance phraseological competence.

investigate potential difficulties in applying cognitive approaches and propose solutions to address these challenges.

By addressing these goals, this study aims to contribute to the development of more effective and innovative pedagogical strategies that leverage cognitive insights to improve phraseological competence in language learners.

The main factors for the cognitive learning process are:

Understanding: Students should understand the purpose for which they gain knowledge and acquire new skills that can dramatically affect their future.

Memory: In cognitive learning, the abilities of human memory are used to its maximum potential. It is important to memorize new material in depth, not superficially.

Application: Conducting a thorough analysis of the acquired knowledge leads to the active development of non-standard thinking, which makes it possible to find the right solution to the problem at minimal cost.[3]

Cognitive approaches to language learning delve into the mental processes involved in acquiring and using language. These approaches provide valuable insights into how learners perceive, process, and store linguistic information, including phraseological units. Several key theories in cognitive science contribute to our understanding of these processes [2].

The basic concept of cognitive learning is based on in-depth study of the material, on full awareness and implementation of acquired skills in accordance with existing life experience. Cognitive learning theory explains how external and internal factors can influence individual thinking processes. It is the absence of cognitive factors in learning that leads to delays and possible difficulties in the perception of new material. The listed components and strategies of cognitive learning are a significant advantage for educational institutions in the competitive struggle in the educational services market, as well as in the strategic management of human resources with subsequent access to world rankings in the field of education. So, it can be noted that under the condition of competent implementation of the educational process with an emphasis on the competent use of cognitive learning methods, the quality and development of pedagogy as a whole depend, entailing effective modernization and reconstruction of the educational system.

Analysis and results. Schema Theory was first introduced by British psychologist Frederic Bartlett in the 1930s. Bartlett's work on schema theory posited that knowledge is organized into mental frameworks or schemas that help individuals interpret and understand new information [3]. In language learning, schemas play a crucial role in understanding and using fixed expressions and idioms. For instance, when learners encounter idiomatic phrases, they activate existing schemas related to similar expressions, which helps them integrate new information more effectively. Recent developments by researchers such as John Anderson and David Rumelhart have expanded on Bartlett's initial ideas, emphasizing how schemas are constructed and how they influence language comprehension and memory.

Cognitive Load Theory, developed by John Sweller in the 1980s, focuses on the cognitive demands placed on learners

during instruction. Sweller's theory highlights the need to manage cognitive load to optimize learning. According to this theory, instructional materials should be designed to minimize extraneous cognitive load (unrelated to the learning task), while supporting intrinsic load (the complexity of the material) and germane load (the effort required to construct knowledge). In the context of teaching phraseological units, this means presenting these units in a way that reduces cognitive overload. For example, breaking down complex phrases into simpler components and using varied contexts can help learners process and retain phraseological units more efficiently [4].

Connectionism is a theory that emerged from the work of Donald Hebb in the 1940s and was later developed by researchers such as David Rumelhart and James McClelland in the 1980s. Connectionism views cognitive processes as the result of interconnected networks of simple units or nodes. In language learning, connectionism suggests that acquiring phraseological units involves forming and strengthening connections between words and meanings through repeated exposure and practice. This theory supports the idea that learners build and refine these connections over time, which enhances their ability to recognize and use phraseological units accurately. Connectionist models emphasize the role of experience and feedback in reinforcing these neural connections [5].

"Effective instruction in phraseological competence must address these challenges by incorporating cognitive strategies that facilitate comprehension and retention. Techniques such as providing explicit instruction on the mental representations of phraseological units, using context-rich examples, and engaging learners in interactive exercises can help improve their understanding and application of these units" [6]. Research by Paul Nation and Batia Laufer has demonstrated that instruction focusing on phraseology can significantly enhance learners' vocabulary acquisition and usage.[6]

"A phrase or sentence of this type is usually said to be idiomatic. And many idioms originated as quotations from well-known writers such as Shakespeare. For example, "at one fell swoop" comes from Macbeth and "cold comfort" from King John. Sometimes such idioms today have a meaning that has been altered from the original quotation" [2] Teaching methods, part of the five important components of language instruction (students, a teacher, materials, teaching materials, and evaluation), is a general term to refer to "anything which is used by teachers or learners to facilitate the learning of a language".

Teaching methods are of great importance for their guidance in any instructional circumstance [3]

Conclusion. Contextual learning and interactive activities stand out for their ability to engage students actively and provide practical application, leading to improved retention and understanding. Repetition and spaced practice further reinforce this learning, ensuring long-term retention of phraseological units. Meanwhile, visual aids and multimedia offer additional support by engaging multiple senses, though they depend on available resources. Explicit instruction and collocation exercises provide structured learning and practical applications but may require supplementary methods to maintain engagement. Contextualized grammar instruction and error correction offer targeted refinement of phrase usage, though they may be less engaging if not integrated effectively with other methods.

Incorporating a blend of these cognitive approaches allows for a more holistic and adaptive teaching strategy, catering to diverse learner needs and contexts. As language education continues to evolve, leveraging cognitive insights will be key in developing innovative pedagogical strategies that enhance phraseological competence and overall language proficiency. By embracing these methods, educators can better equip students with the skills needed to navigate the complexities of language use, ultimately contributing to their success in both academic and real-world communication.

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