



Baxtixon ISROILOVA,

“Toshkent irrigatsiya va qishloq xo‘jaligini mexanizatsiyalash muhandislari instituti” Milliy tadqiqot universiteti “Ingliz tili” kafedrasini mudiri

TDU amaliy ingliz tillar kafedrasini dotsenti Sh.Adilova (PhD) taqrizi asosida

THE ROLE OF COMMUNICATIVE-COGNITIVE METHOD IN IMPROVING ENGLISH LEARNER'S MOTIVATION

Annotation

This article examines the importance of motivation in teaching English. Also, the role, importance, effectiveness and necessity of communicative-cognitive methods as a means of increasing this motivation will be discussed. The article examines the opinions of a number of scientists in this field.

Keywords: communicativeness, communicative-cognitive approach, principle, grammatical form, grammatical structure of language, consciousness, grammatical function.

РОЛЬ КОММУНИКАТИВНО-КОГНИТИВНОГО МЕТОДА В ПОВЫШЕНИИ МОТИВАЦИИ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК

Аннотация

В данной статье рассматривается важность мотивации в преподавании английского языка. Также будет обсуждаться роль, значение, эффективность и необходимость коммуникативно-познавательных методов как средства повышения этой мотивации. В статье рассматриваются мнения ряда ученых в этой области.

Ключевые слова: коммуникативность, коммуникативно-когнитивный подход, принцип, грамматическая форма, грамматический строй языка, сознательность, грамматическая функция.

INGLIZ TILI O'RGANUVCHILAR MOTIVATSIYASINI OSHIRISHDA KOMMUNIKATIV-KOGNITIV METODLARING O'RNI

Аннотация

Mazkur maqolada ingliz tilini o'qitishda motivatsiyaning ahamiyati ko'rib chiqiladi. Shuningdek ushbu motivatsiyani oshirish vositasi sifatida kommunikativ-kognitiv metodlarning o'rni, ahamiyati, samaradorligi va zaruriyati muhokama etiladi. Maqolada ushbu soha yuzasidan bir qator olimlarning fikrlari o'rganiladi.

Kalit so'zlar: kommunikativlik, kommunikativ-kognitiv yondashuv, tamoyil, grammatik shakl, tilning grammatik tuzilishi, ong, grammatik vazifasi.

Introduction. Successful mastery of the grammar of the foreign language being studied is the key to effective communication in everyday and professional spheres. Grammar not only connects lexical units into a complete semantic statement, but also allows you to convey the subtlest nuances of thought. Attitudes towards the role of grammar in teaching a foreign language have changed over time. In the era of the dominance of the grammar-translation method, mastering grammar was considered the ultimate goal of learning, while the form was separated from the content.

During the spread of direct methods, grammar was excluded from the learning process, since it was believed that language should be acquired through imitation in the process of natural communication. In modern methods of teaching foreign languages, grammar is considered a means of teaching, and not its goal, since for successful communication it is necessary to create a solid structural base and develop automated grammatical skills, but grammatical rules cannot be excluded. Grammar in teaching English becomes not so much a system of rules and grammatical norms, but rather the basis for organizing speech material necessary to meet the needs of communication.

In the last two or three decades, the traditional approach to teaching grammar has given way to a communicative approach, which today is one of the foundations of teaching foreign languages in general. The goal of the communicative approach is not only to teach students of a foreign language the basic skills of speaking, listening, reading and writing in this language, but also to teach them the ability to effectively use them in everyday communication with native speakers, as well as to develop in students interest in further learning a foreign language. That is, after studying the various topics provided by the curriculum, students should be ready to use the language as a tool for real communication outside of class.

Materials and methods. A specific feature of the communicative teaching method is the approach of the learning process to real communication. A.N. Shchukin points out that when implementing the communicative approach, the student is no longer an object of learning, but turns out to be a direct participant in the educational process, the same full-fledged subject as the teacher. At the same time, communicative teaching of a foreign language requires maximum consideration of the student's personality characteristics: individual, psychological, age, as well as his interests [5].

As a result of implementing the communicative approach, students should:

- 1) be able to use language for different purposes and functions;
- 2) understand how language changes depending on different communicative situations and the participants in this situation themselves (the difference between formal and informal speech);
- 3) be able to read and understand texts of different types and nature (stories, interviews, dialogues or reports);
- 4) be able to maintain a conversation with a limited lexical and grammatical base. Teaching grammar from the standpoint of the communicative approach implies that the leading component is not the form, but the function of the grammatical phenomenon, which determines the content of educational grammatical material, while in the case of traditional teaching, the emphasis on form, rather than on use, creates unsystematic ideas about the structure of the language.

Results and discussion. Teaching grammar from the standpoint of a communicative approach does not involve memorizing grammatical rules; it contributes to the formation of grammatical intuition, when a student can relatively competently use grammatical structures in real communication situations without analyzing them or formulating rules. This circumstance,

however, gives rise to a significant drawback of using the analyzed approach when teaching grammar, namely: it can lead to a low level of grammatical knowledge, skills and abilities of students, and give them incorrect stereotypes of the functioning of grammatical structures. In other words, the weak side of the communicative approach is the emphasis on the development of predominantly oral speech competence and insufficient attention to the analysis of the grammatical system of the language.

The situation described above is unacceptable, especially when it comes to the professional training of philology students: translators or future foreign language teachers, whose speech will be a standard for their students, due to which it must fully correspond to language and speech norms of the foreign language being studied. In addition, the requirements for the level of training of graduate philologists presuppose not only the ability to use linguistic means to achieve communicative goals in a specific communication situation in the foreign language being studied, but also the ability to use a system of linguistic knowledge, including knowledge of the grammatical phenomena of the foreign language being studied.

Thus, today the process of teaching foreign language grammar at all stages, including at a university, should be built not only on a communicative, but also on a cognitive basis. In the methodology of teaching foreign languages, you can also find another name for the cognitive approach – the conscious approach. The leading principle of this approach is the principle of consciousness, which implies the formation in students of the ability to understand language units, justify their choice and use of certain units in the process of real communication.

As A.N. Shchukin points out, the cognitive approach arose as opposed to the direct approach aimed at intuitive language acquisition. The approach was based on the cognitive learning theory of psychologist J. Bruner, according to which the process of mastering a foreign language involves three processes:

- 1) obtaining new information in the form of knowledge;
- 2) consolidation of acquired knowledge, its expansion and use in solving new problems;
- 3) monitoring the adequacy of the acquired knowledge, skills and abilities to certain pre-formed criteria [5].

The cognitive approach to teaching foreign languages is based on the principles of cognitive linguistics, which considers language as a cognitive mechanism, a cognitive process consisting of presentation, translation, processing and decoding of information.

During the development of the communicative-cognitive approach, there were different points of view on the relationship of its components. In the last century, it was believed that the communicative component was the leading one: the cognitive component should be subordinated to it and manifest itself where an urgent need arises, namely in cases of transference or interference. Today, researchers are of the opinion that both components in teaching a foreign language are equal and complement each other. This point of view is based on the equivalence of the communicative and cognitive functions of language, since communication is impossible without comprehension and is its result. On the other hand, the main goal of human communication is cognition, obtaining new information about the surrounding reality, which is also the sphere of cognitive [2].

In the study of A.V. Shchepilova, the principles of the communicative-cognitive approach were formulated, to which the scientist refers [4]:

- the principle of communicative orientation, which in the modern interpretation involves teaching communication as a socially and situationally determined interactive exchange between people;
- the principle of functionality, dictating the need to teach linguistic phenomena in the unity of their form, meaning and functional significance;
- the principle of complexity, manifested in the interconnected teaching of all types of speech activity, in the interconnected nature of all elements of a foreign language lesson;
- the principle of cognitive orientation of learning, according to which “the optimal organization of the educational

process coincides with the natural path of cognition inherent in the human psyche” [4]. In addition, the effectiveness of teaching a foreign language also depends on the cognitive strategies of the student himself and his ability to apply them adequately to the learning goal;

- a comparative principle, which consists in the need to analyze the linguistic phenomena of the studied and native languages and their differentiation. This principle plays one of the most important roles in teaching the grammar of a foreign language, where there are a lot of interfering phenomena;
- the principle of consciousness, which implies students’ awareness of the language system, their ability to explain and interpret certain linguistic phenomena;
- the principle of spiral progression, according to which in the process of learning a foreign language there is a constant reference to previously studied material, while it becomes more complex, expanded and detailed;
- the principle of activity-oriented learning;
- the principle of intercultural orientation of learning,

implying the mandatory inclusion of a sociocultural component in teaching a foreign language, since all relationships in language, including grammatical ones, are determined by the mentality of native speakers, and also proclaiming the idea of interpenetration of cultures.

Thus, the communicative-cognitive approach presupposes the activation of students’ speech-cognitive activity when mastering any linguistic, in our case, grammatical, and speech material.

As O.V. Senyukova points out, the essence of the communicative-cognitive approach to teaching the grammar of a foreign language lies in “identifying the communicative and cognitive mechanisms of language and speech, in mastering the rules governing the functioning of linguistic units, their participation in the speech act, as well as the rules construction of speech works” [3].

Grammatical phenomena of a foreign language must be analyzed not only from the point of view of their form (i.e. in terms of expression) and meanings, functions (i.e. in terms of content), but also from the point of view of their relationships with other linguistic phenomena in the structural functional-semantic organization of a phrase, sentence, text. Researchers identify a number of criteria for constructing the process of teaching the grammatical aspect of a foreign language based on the communicative-cognitive approach, which contribute to a conscious understanding of grammatical phenomena [1]:

- grammatical phenomena should be considered from three sides: their form, meaning and features of use in various speech situations;
- the meaning of grammatical phenomena is specified in each language, therefore, the features of the expression of grammatical meanings and relationships must be identified and ways of their actualization in foreign language speech must be presented;
- it is necessary to take into account the peculiarities of the functioning of grammatical phenomena depending on the sphere of use (for example, the future tense forms the Future Perfect and the Future Perfect Continuous are practically not used in colloquial speech in an informal style of communication);
- it is desirable to demonstrate the role of grammatical phenomena in the process of speech activity in a foreign language;
- transformations in cognitive grammar lead to semantic and pragmatic changes, therefore, students need to develop strong associations between the form, meaning and use (or “behavior”) of a grammatical phenomenon.

The communicative-cognitive approach allows students to form a deep, holistic understanding of the relationship between language and speech, the grammatical structure of language, helps them comprehend each grammatical phenomenon as part of not only the language, but also the speech system, and creatively approach its use in real communication. Thus, students must learn not only the structural-systemic, but also the communicative-cognitive significance of grammatical phenomena and the peculiarities of their use, since this has a direct impact on the

effectiveness of the process of developing their communicative competence.

The communicative-cognitive approach to teaching grammar implies a subjective view of grammatical meaning, since it, i.e. grammatical, and in a broader sense, any linguistic meaning, is determined not only by the properties of the signified, but also by how the speaker perceives and comprehends the situation. When using one or another grammatical structure, the speaker chooses one of the possible ways to describe an object or situation, therefore, the same situation can be represented differently in different semantically non-equivalent sentences.

In this regard, when working on grammatical material based on the communicative-cognitive approach, the following stages of work can be proposed.

1. Conceptualization stage. Here, an adequate and deep understanding of the grammatical system of the language is formed, and it is necessary to rely on the cognitive and activity components of the educational process using the problem-search method.

2. The stage of internalization, at which the "personal" appropriation of linguistic grammatical experience occurs; formation of ideas about the linguistic and cultural picture of the

world of another linguistic community. At this stage, students should be taught to understand the mechanisms of meaning formation through the analysis of speech activity, for the purpose of which the tasks offered to students should stimulate their speech-cognitive activity in the process of communicative-cognitive language acquisition.

Conclusion. Thus, the communicative-cognitive approach to teaching foreign language grammar ensures the unity of students' conscious activity, the sign system of language, the rules and patterns of functioning of grammatical phenomena in language and speech, as well as the cognitive and communicative functions of language. This approach allows you to master the grammatical structure of a foreign language by understanding its structure and through communication. The communicative-cognitive approach provides students with the opportunity to realize and take into account not only the structural-systemic, but also the communicative-cognitive significance of the language units being studied due to the fact that this method demonstrates the continuous connection between language and thinking, and also makes it possible to constantly compare methods of expression thoughts in native and foreign languages.

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