

N.Khalilova

Ph.D student

War College of the Azerbaijan Armed Forces

ABSTRACT

This article presents a cognitive approach to foreign language teaching. An information processing model is important for grammar lesson. Therefore, this model is used to design a grammar lesson that improves grammatical knowledge of target language and enhance its acquisition. This approach can be used in both traditional and communicative classrooms.

Key words: cognitive, grammar, knowledge, communication, acquisition, instructional, approach, cognition.

1. Introduction

Cognitive science is a relatively new field. It emerged in the mid-1950s with the work of cognitive psychologists.

Cognition means “knowing”. Cognition refers to mental activity and the way in which knowledge is gained, used and retained. Cognitive psychologists explain all behavior in terms of thoughts, beliefs and attitudes, and study how these direct our behavior. Cognitive approach focuses on the understanding of information and concepts. If we understand and rebuild logical connection between concepts and information, there understanding will increase.

Cognitive theory of learning sees second language acquisition as a conscious and reasoned thinking process, involving the deliberate use of learning strategies.

Cognitive theory maintains that how one thinks largely determines how one feels and behaves. This relates to and incorporates to all forms of knowing, including memory, psycholinguistics, thinking, comprehension, motivation, and perception. *Memory* is an important component of this theory. Much of the material learned in school is dependent on rote memorization of declarative or factual knowledge. Recently attempts have been made to develop methods of teaching which are based on meaningful integration of material and the mastery of procedural knowledge. *Thinking*, which varies from situation to situation, will greatly effect how individuals behave in a given situation. Understanding of language, or *psycholinguistics*, is essential to our understanding of print and oral acquisition of knowledge. *Comprehension and perception* will allow individuals to interpret information. Lastly, the overall *motivation* of the learner will determine how effectively the information is retained or processed. [1]

According to cognitive scientists, language knowledge is not different from any other type of knowledge, so it is acquired, stored and retrieved according to the same structural cognitive principles that operate in other areas. Knowledge in the human mind is reflected in mental or cognitive representations — the basic units of human knowledge stored in the mind. Mental representations are information-bearing structures with which operations can be performed in order to build recognition patterns conducive to more complex knowledge. Mental representations vary in the degree of abstractness and relate to words, concepts and situations. There are at least two types of mental

representations: verbal and conceptual. A person first develops a verbal representational system in his native language whereas bilingual persons have two verbal representational systems which are functionally connected to a common cognitive or conceptual system. So the learner must develop “new mental representations and develop facility at accessing those representations in a variety of circumstances”, and it is “essentially important to learn the second language in direct association with appropriate referents”. [2, 83-84]

2. Cognitive approach to Grammar Instruction

The usefulness of a cognitive approach to grammar instruction in ESL/EFL becomes clear when we consider the problems with purely communicative approaches. These tend to be based on theories, which distinguish s language acquisition – an unconscious process similar to the way children learn their first language – and language learning, or formal instruction on rules, forms, and vocabulary. These theories claim that the best way to learn a language, either inside or outside a classroom a classroom, is not by treating it as an object for study but by experiencing it meaningfully, as a tool for communication – perhaps with target grammar structures physically highlighted or embedded within communicative activities as recommended by current “focus-on focus” approaches to grammar instruction. [3, 268]

Nowadays, for many ESL classroom teachers use communicative lessons. Because of communicative lessons students face with difficulties on grammar points and accuracy. In order to have good level students need accurate English grammar and vocabulary. Teachers focus on Grammar -Translation Method. The eclectic approach is accepted by many ESL teachers. They try to teach grammar instructions through communicative activities.

There is considerable research support for this position, and it is common to distinguish between two types of classroom activities: *meaning-focused*, referring to purely communicative practices where the goal is to process meaning, and *form-focused*, referring to practices that draw attention to the way language forms are used in discourse. This distinction is very important in current pedagogy, both meaning-focused and form-focused activities are thought to be necessary for successful development of both fluency and accuracy in second / foreign language learning. [3, 268]

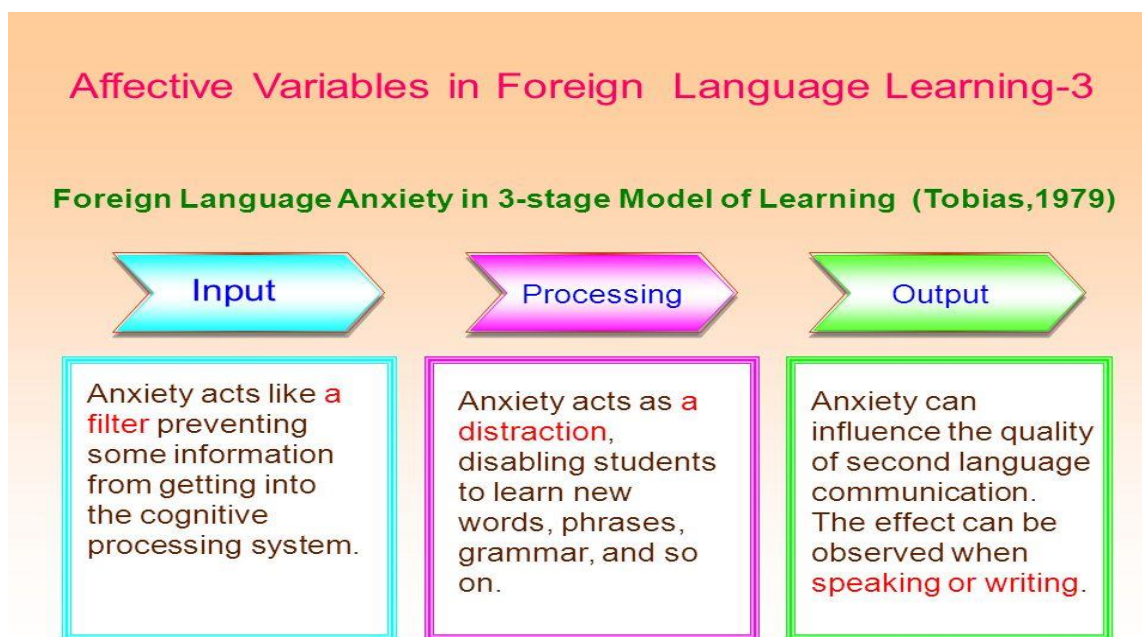
Method refers to more specific way of learning than approach. From the view of cognitive method,

learning strategy (students) and teaching method (teacher) should be centered around student' mental process rather than the external behavior and it is teachers' role in guiding individual to focus on their internal learning process and learning style should be noted. Cognitive strategies include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization, all of these strategies involve delivering manipulation of language to improve learning. Teaching method encompasses content enhancement, content evaluation, determination of necessary approaches and routines and instructional supports. Content-based method and student-led seminar are two favored ways in cognitive language learning class. [4]

Vocabulary selection is important for cognitive modeling as we must establish what attributes populate the chosen domain. To this end we analyzed a vast corpus of various sources: the media both traditional and electronic), glossaries, manuals, specialized textbooks . They vary in the number and variety of terms, ways information is presented, and language difficulty. As a result, we came to the conclusion that academic textbooks for students studying financial

markets and manuals compiled by professionals for non-professionals interested in investing best serve our objectives: glossaries seemed to us too decontextualized and very few newspaper articles meet the requirements of clarity and simplicity necessary at the initial stage of learning. Textbooks and manuals, on the contrary, contain clear explanations, precise definitions, and the vocabulary that makes up the core of the terminological system and reflects the cognitive structure of the conceptual system in question. Thus, we have selected a compact list of recurrent lexical units which constitute base knowledge for learners and are sufficient for understanding specialized texts and producing simple discourse. [2, 83-84]

Researchers using cognitive models to study second / foreign learning note that psycholinguistic perspectives have been underrepresented due to influences from structural linguistics and Chomskian theories of an innate language acquisition module. Many researchers suggest that after a certain age second / foreign language learning can be explained cognitively using the three components of an information processing model: 1) input, 2) central processing and 3) output.



Input refers to the exposure learners have to authentic language in use. This can be from various sources, including the teacher, other learners, and the environment around the learners. Input can be compared to intake, which is input then taken in and internalized by the learner so it can be applied. Acquisition theories emphasize the importance of comprehensible input, which is language just beyond the competence of the learner, and provides the ideal conditions for acquisition to happen. The most important and accessible input for learners is that of the teacher. When teachers are talking in classes they are providing opportunities for learners to develop their comprehension. Teachers can optimize this opportunity by choosing the right levels of complexity of

vocabulary and structures, speed of delivery, degree of clarity, and range of register and style [5].

This is a model of language learning first proposed by Barry McLaughlin in 1983. It argues that learning an L2 involves moving from controlled to automatic processing via practice. Conscious – or ‘controlled’ – processing puts lots of demands on the learner’s cognitive skills and short term memory. Indeed, the limitations of short-term memory limit what can be consciously learned. Even a simple sentence like ‘Hello, my name is Mary’ requires a lot of controlled processing by the early learner (as anyone who has tried to learn an L2 will understand). But eventually, such a simple sentence can be said and written automatically, without any conscious thought or effort...making room

for new structures to be produced consciously. These automatic processes are stored in long-term memory, meaning they can be accessed very rapidly when needed. This means that a learner's interlanguage is being restructured as language items move from short term memory to long term memory, a restructuring that may destabilize some existing components of interlanguage, sometimes causing the re-emergence of errors (U shaped development). Incorrect items can become automatic, which may be a cause of fossilization of an L2. The implication for teaching is that the learner cannot handle too many new structures that require conscious thought. The short term memory just cannot handle it. So we must wait for the learner to automatize a structure before giving them new structures to master. A good example of when we use information processing is when we learn to drive a car. First of all, skills like changing gear or making the car go faster require conscious thought and attention, but eventually these become automatic, requiring no thought at all [6].

Output is the final part of an information processing model. In second / foreign language learning theory it has been suggested that giving learners the opportunity for output is just as important as giving them input (Swain 1985) because output serves critical functions in the learning process. When language learners experience difficulties as they attempt to use the target language to communicate, they often become aware of what they need to know to express themselves effectively. They may ask their fellow students or their teacher for help, or use their textbook or dictionary to locate the required phrases or forms. Such effort tends to focus attention on the difficult language form and promotes noticing of it.

Comprehension alone does not produce this favorable result since, as mentioned, it is possible for students to understand the general meaning of what is being said by using top-down processing - guessing, predicting and and world knowledge - without fully understanding all the grammar or vocabulary. [3, 2001, 273]

3. Conclusion

This article highlighted the general features of cognitive approach to grammar learning. Generally a cognitive model is used for designing grammar lesson. Grammar lesson can impact on explicit and implicit knowledge of a grammar point. Most researchers agree the importance of grammar instruction in communicative framework. Communicative tasks are recommended to promote interaction and production. The use of communicative tasks require comprehension and production of target grammar points has been recommended.

References

1. <https://web.cortland.edu/andersmd/cog/cog.html>
2. A Cognitive Approach to Teaching English for Special Purposes (ESP) Natalya Davidko STUDIES ABOUT LANGUAGES. 2011. NO. 18
3. Marianne Celce-Murcia, Teaching English as a Second or Foreign Language, Heinle and Heinle Thomson Learning, 2001
4. http://discuss.cle.ust.hk/mediawiki/index.php?title=Cognitive_Approach_to_Language_Learning
5. <https://www.teachingenglish.org.uk/article/input>
6. <https://ealstuff.wordpress.com/big-ideas-of-sla/information-processing-model/>

ПРОБЛЕМЫ ПСИХОСОЦИАЛИЗАЦИИ ДЕТЕЙ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ.

Шишкану Анастасия Николаевна
старший преподаватель

Приднестровский Государственный Университет Т. Г. Шевченко
г. Тирасполь

PROBLEMS OF PSYCHOSOCIALIZATION OF CHILDREN WITH DISABILITIES.

Shishkanu Anastasia Nikolaevna
Senior Lecturer

Transnistrian State University T. G. Shevchenko
Tiraspol

АННОТАЦИЯ

В данной статье раскрывается проблема формирования концепции и модель развития личности с ограниченными возможностями здоровья.

Актуальность данного вопроса обосновывается на явных противоречиях между потребностью общества в успешной реализации идей инклюзии и непосредственно отсутствием единой программы становления личности лиц с ограниченными возможностями здоровья.

ANNOTATION

This article reveals the problem of forming a concept and a model for the development of a person with disabilities.

The relevance of this issue is based on the obvious contradictions between the need of society for the successful implementation of the ideas of inclusion and the lack of a single program for the formation of the personality of persons with disabilities.