THE COGNITIVE APPROACH IN LANGUAGE TEACHING

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Annotation: This article discusses the main principles of the cognitive approach, its importance in the learning process and the strategies used in education. In particular, the role of methods such as Task-Based Learning, scaffolding techniques, concept maps, inductive and deductive approaches in language teaching is considered. The advantages and some limitations of this approach are also analyzed.

Izoh: Ushbu maqolada kognitiv yondashuvning asosiy tamoyillari, uning o'quv jarayonidagi ahamiyati va ta'limda qo'llaniladigan strategiyalar muhokama qilinadi. Xususan, vazifaga asoslangan ta'lim, scaffolding texnikasi, kontseptsiya xaritalari, induktiv va deduktiv yondashuvlar kabi usullarning til o'rgatishdagi o'rni ko'rib chiqiladi. Ushbu yondashuvning afzalliklari va ba'zi cheklovlari ham tahlil qilinadi.

Аннотация: В данной статье рассматриваются основные принципы когнитивного подхода, его значение в процессе обучения и стратегии, используемые в образовании. В частности, рассматривается роль таких методов, как Task-Based Learning, scaffolding techniques, концептуальные карты, индуктивный и дедуктивный подходы в преподавании языка. Также анализируются преимущества и некоторые ограничения данного подхода.

Keywords: Cognitive approach, language teaching, metacognition, based teaching, inductive and deductive methods, conscious learning, independent learning

Kalit so'zlar :. Kognitiv yondashuv, til o'qitish ,metakognitsiya ,asosida o'qitish , induktiv va deduktiv usullar , ongli o'rganish , mustaqil ta'lim

Ключевые слова: Когнитивный подход, обучение языку, метапознание, обучение на основе индуктивных и дедуктивных методов, сознательное обучение, самостоятельное обучение

Introduction

Definition of the cognitive approach in language teaching

The cognitive approach is a methodological approach that explains the process of language learning in terms of the human mind's ability to perceive, analyze, store, and process information. According to this approach, language learning is not a simple mechanical repetition or memorization process, but a complex mental activity. During language learning, students perceive meanings, grasp grammatical rules, and logically connect different ideas, which leads to conscious mastery of the language.

The importance of understanding mental processes in language learning

One of the main principles of the cognitive approach is the recognition that conscious thinking and processing of knowledge play an important role in the process of language learning. The human brain uses various thinking strategies when learning a new language, i.e., it connects new words with previous knowledge, analyzes grammatical structures, and tries to understand new information based on existing experiences. Memory, attention, analytical thinking, and metacognitive (controlling one's own knowledge) skills play an important role in this process. Therefore, it is very important to properly manage and develop students' mental processes in language teaching.

Differences between the cognitive approach and the behaviorist approach

The cognitive approach differs significantly from the behaviorist approach. According to the theory of behaviorism, language learning is based on stimulus and response (reaction), that is, the learner memorizes a grammatical structure or word through repetition and strengthens it through practice. This approach relies more on the method of mechanical memorization and repetition. However, the cognitive approach explains language learning not only through repetition and practice, but also as a process of conscious understanding, logical thinking and problem solving. Proponents of the cognitive approach emphasize that in order to successfully learn a language, learners must understand it in a meaningful context, relate new knowledge to previous knowledge and express their thoughts independently.

Active Learning and Construction

Students are actively involved in the language learning process

According to the cognitive approach, language learning is most effective when students learn and analyze knowledge independently, rather than through teacher explanations and assignments. This approach aims to transform students from passive listeners to active participants, requiring them to think independently and apply new knowledge in performing language-related tasks. Students actively learn language through the processes of reading, writing, listening, and speaking, which helps to develop their skills in depth.

Encourage critical thinking, hypothesis-building, and discovery

In the active learning process, students analyze, compare, and draw new conclusions rather than simply memorizing information. Critical thinking plays an important role in this process, meaning that students reinforce their knowledge by asking questions, understanding logical connections, and justifying their opinions when learning different aspects of the language. This approach also uses the method of hypothesis testing. When students do not know the meaning of new grammatical rules or words, they make guesses based on their prior knowledge and test their hypotheses. For example, they can independently come to the correct conclusion by trying to

understand the meaning of a new word from the context of the text or by analyzing the structure of a sentence In addition, the discovery learning approach allows students to search for new knowledge on their own and discover it independently. In this case, instead of providing ready-made answers to students, the teacher directs them to independent research. For example, instead of explaining a new grammatical rule, students can be given examples and create conditions for discovering the rule themselves. This helps to understand the language more deeply and store it in long-term memory. In general, the principles of active learning and meaning construction develop students' independent thinking, encourage them to experiment with language, and help them express their thoughts freely, without fear of ignorance. This makes the language learning process more effective and interesting.

Challenges and Limitations

Requires a high level of mental activity from students

One of the main problems with the cognitive approach is that it requires students to analyze, think, and consciously process knowledge, not just memorize and repeat. This can be a difficult process for many students. Independently understanding the rules of a new language, connecting them to their own thoughts, and consolidating them requires a certain amount of cognitive effort. Some students, especially those who are accustomed to passive learning methods, may have difficulty adapting to this approach.

May not be as effective for younger learners

The cognitive approach is often an approach that requires complex thinking and problem-solving skills, and is more effective for older learners and those with more mature thinking skills. However, it may be less effective for younger children and beginning learners. Young children need more structured teaching methods to learn a language because their abstract thinking skills are not yet fully developed. They rely on clear and understandable instructions rather than discovering rules on their own. Therefore, the cognitive approach should be tailored specifically for children or combined with other approaches.

Some students may lack abstract thinking and metacognitive skills

The effectiveness of a cognitive approach to language learning often depends on the level of students' ability to think independently and analyze their own knowledge (metacognitive skills). Not all students are able to analyze complex aspects of the language system on their own. For example, some students may have difficulty understanding grammatical rules or may not notice the connections between language units and need a clear explanation. Also, working with abstract concepts may be difficult for some students.

Therefore, when using a cognitive approach, teachers should take into account the individual needs of students and provide additional support when necessary. When

using this approach, it is important to take a step-by-step approach to overcome difficulties, facilitate the explanation process, and develop the necessary support mechanisms.

Conclusion

The cognitive approach is important in language learning because it encourages conscious acquisition, understanding of logical relationships, and independent thinking. This approach allows students to understand the internal system of the language, and to master grammatical and lexical structures. It also develops students' ability to analyze and correct errors in the process of language learning. Therefore, the cognitive approach is not limited to memorizing words and rules, but creates a solid foundation for consciously understanding the language and using it effectively in communication.

In general, the cognitive approach makes the language learning process deeper and more effective. However, using it in combination with other approaches in accordance with the needs and abilities of students leads to the most effective results. Therefore, language teachers should pay attention to the balanced combination of different methods in order to make the language learning process more meaningful and effective for students.

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