

**COGNITIVE CHARACTERISTICS OF ADOLESCENTS IN
FOREIGN LANGUAGE ACQUISITION**

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Abstract: *This article provides considerations and ideas on the development of cognitive processes of adolescents in teaching English. The specific features of the development of cognitive processes of adolescents are widely covered. The article also reflects the factors that ensure the success of teaching English and covers the scientific and psychological aspects of the development of cognitive processes.*

At the same time, the development of cognitive processes not only effectively implements the process of mastering a foreign language, but is also considered an important factor in the professional growth of listeners.

Keywords: *cognitive processes, development, thoughts, mental development, adolescents, psycholinguistics, speech, language skills, psychological factors, perception.*

The future of Uzbekistan requires the enrichment of the necessary knowledge for the comprehensive development of young people, as well as the enrichment of lessons in the process of mastering foreign languages based on psychological approaches and practical psychological exercises. Therefore, it is advisable for specialists in various fields, in addition to perfect knowledge of their native language, to know several foreign languages and be able to communicate freely. In order to bring the popularization of foreign language teaching to a new level in our country and ensure the development of the field, to organize systematic work, to educate the growing younger generation in all respects, and to create all the conditions for this, it is necessary to conduct scientific research in pedagogical and

psychological terms. The reason for this can be seen in the fact that the number of our country's youth in educational institutions specializing in mastering foreign languages is increasing every year.

In the process of learning English, not only does a person have different psychological characteristics, but also the attempt to master a language other than the one in which he has understood the world through his native language since birth, and in which he regularly communicates in the family and society, creates some psychological difficulties. At all levels of educational institutions, training sessions, textbooks and teaching aids aimed at strengthening interest in foreign languages and teaching systems are being used in practice. Despite this, there is a need for new modern advanced experiences for pedagogical staff in educational institutions and among adolescents, that is, psycholinguistic sciences from a psychological point of view.

Studying and analyzing psychological literature allows us to identify various approaches. The definition of student abilities in the process of learning a foreign language is approached from three sides: 1) from the point of view of identifying abilities in various aspects of language and speech skills; 2) from the point of view of identifying the characteristics of mental processes (perception, memory, thinking), which are the core of the structure of abilities in relation to the assimilation of language material (S. L. Rubinstein); 3) from the point of view of identifying the influence of individual psychological, characterological and personal characteristics of a person - will, emotions, type of temperament, extraversion (introversion), etc. - on the success of mastering and mastering a foreign language. In the psychology of foreign language teaching, great importance is attached to the specific sensitivity of the senses and the individual characteristics of perception. A number of studies have shown that students with a low level of functioning of the auditory senses, which are the basis of listening comprehension, experience serious difficulties in mastering oral foreign speech. Similar difficulties are encountered in students with insufficient flexibility of the articulatory apparatus (Yatsikevichus A. I., 1970).

According to S. Yu. Nikolaeva, the study of the level of development of students' emotions and perception can be limited to two parameters: the sensitivity of the auditory apparatus and the flexibility of the articulatory apparatus (Nikolaeva S. Yu., 1987, p. 35).

Memory is one of the abilities or cognitive processes of learning a foreign language. At the same time, studies on memory were conducted in a somewhat broader context - in the context of students' abilities related to cognitive processes in learning a foreign language.

The results of a study by A. T. Alibina (1975) showed that good mechanical memory is not always accompanied by developed foreign language skills, and good auditory memory is very effective in the parameter of delayed execution. The advantages of weavers with well-developed auditory memory have also been shown by other authors (Kabardov M. K., 1983; Lyakhovitsky M. V., 1981).

Interviews with teachers teaching teenagers who are schoolchildren showed that the students who were part of the experimental group had different levels of language proficiency and were already inclined to learn English in high school. Interviews with teachers revealed that active participation in language, literature, mathematics, music, drama clubs and choirs helped students develop good hearing, memory, and intelligence and politeness. The productivity of verbal memory in these students, that is, the speed of formation, retention in memory and rapid actualization of verbal associations, is higher than in less capable students. Thus, the author singles out this parameter - verbal memory - as an indicator of language ability. This indicator gives high correlations with the academic performance of students in Latin, Russian and English. According to the results of his research, the author of the study concludes that the basis of interest in the humanities is the presence of the first signal system, and in the exact sciences - the second signal system.

In teaching English, it is more effective to rely on all types of memory, based on the individuality of the individual (Artemov V. A., 1969; Kasparova M. K., 1986; Rogova G. V., 1991).

From a psychological point of view, memory is an important cognitive process in the expression of the individuality of the individual. It is considered one of the most important processes in the human mind and psyche. Through memory, a person can remember past experiences and make the right decisions in the future. Without memory, a person cannot develop, learn, communicate and grow personally. Memory is the process by which a person receives, stores, processes and recalls information when necessary. Memory includes, along with knowledge, emotions, actions, sounds, sights, and life events.

As for the influence of individual characteristics of adolescents' cognitive processes on the success of mastering the English language, no single point of view has been developed.

At the same time, which types of human thinking are most effective depend on which qualities of the mind are preferred. Some researchers believe that verbal thinking is more convenient, while others believe that this is not related to the success of learning a foreign language (Vojevodina G. K., 1976).

The results of T. K. Reshetnikova's (1981) study of the specific features of verbal thinking showed significant differences between gifted and disabled students: flexibility of thinking, i.e. breadth of associations, mobility of vocabulary, ease of transition from one topic of conversation to another, depth, which is manifested in the understanding of information included in oral and written texts, proverbs, illustrations, productivity (manifested in the volume of complete speech products), logical thinking.

Successful learning of foreign languages also requires an approach to a special linguistic orientation of the mind (Gizatulina N. V., 1982).

A study by E. D. Petrova (1973) proved that the factors influencing the learning of a foreign language include the ability to generalize, the tendency to productive thinking, life and language experience, the development of voluntary memorization, and age, which should not be considered as special factors unrelated to the study of other subjects and types of activity. Therefore, in her opinion, general

ability tests can be used to predict the ability to learn a foreign language (Melieva's dissertation).

Initially, the first problems related to foreign language abilities were dealt with by N. S. Magin (1960). He argued that the ability to master a foreign language does not exist before its manifestation outside and in activity, they are formed depending on the specific conditions of this activity, are its result, and at the same time determine the success of its implementation. Their development occurs in different ways, depending on whether the language is learned in the natural environment, in an educational institution, or independently.

In his opinion, it is necessary to distinguish between the ability to master a foreign language and scientific work in the field of linguistics. N. S. Magin noted that different types of speech activity require different abilities. The development of certain abilities for mastering foreign languages depends on targeted programs and teaching methods. According to the author, when programming for oral speech, the ability to distinguish words and sentences in a foreign language by hearing, quickly understand what is heard without translation, orally repeat words and phrases in a foreign language, etc. develops. When programming for reading and understanding, the ability to visually understand foreign words presented in graphic form

Adolescence is a critical period of brain development, characterized by a wide range of structural and functional changes. During this stage, the brain undergoes significant changes that affect various cognitive processes. Traditionally, approaches to language learning have focused on teaching and memorization techniques. By studying the brain processes that occur during adolescence, it is possible to develop teaching methods that are appropriate for the cognitive and neural conditions of certain areas of the brain, such as second language acquisition. Since adolescence is a critical developmental period characterized by rapid cognitive, emotional, and social changes that directly affect students' learning abilities, English language teaching has become a core component of secondary education. However, effective language acquisition during adolescence depends not only on teaching strategies, but also on the underlying psychological mechanisms

that shape the development of cognitive processes. Understanding how attention, memory, speech, perception, imagination, and higher-level thinking skills develop at this stage provides important information about how adolescents process linguistic information and acquire communicative competence in English.

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