

MOTIVATIONAL AND COGNITIVE FACTORS IN THE DEVELOPMENT OF LEXICAL SKILLS IN SECONDARY SCHOOL FOREIGN LANGUAGE EDUCATION

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In today's globalization process, the thorough mastery of a foreign language directly affects not only professional success, but also the social integration of the individual. One of the central aspects of foreign language education is the formation of lexical skills. Because a student relies primarily on vocabulary to communicate freely in a foreign language, understand a read text, or express a written thought. In this sense, the importance of two important factors in the development of lexical competence - motivational and cognitive processes - is incomparable. Motivation forms students' internal needs and interests in education, in particular, learning a foreign language. Cognitive processes serve to receive, process, and consolidate knowledge. When these factors are used in harmony, students achieve effective results in the process of learning a language¹.

Motivation is related to a person's internal and external incentives, which determine their attitude towards learning a foreign language. Intrinsic motivation often arises from the student's desire to gain new knowledge, learn about a foreign culture, or expand their capabilities. For example, a student who knows English can actually watch foreign films, make international friends, or freely use a wide range of resources on the Internet. Such needs encourage the student to work on himself.

Extrinsic motivation is more related to grades, parental demands, or future employment. For example, many schoolchildren prepare for exams in a foreign

¹ Gardner, Robert C., and Wallace E. Lambert. Attitudes and Motivation in Second-Language Learning. Newbury House Publishers, 1972. – p 31

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language in order to show high results. Also, knowing the language increases the chances of entering foreign universities, winning grants, or finding a good job in the future. The formation of motivation in a positive environment also plays a big role. The teacher's sincere attitude, the use of interactive methods, and methods of motivating students increase their interest. Therefore, in the process of developing lexical skills, the teacher's task is not only to teach words, but also to reinforce them through interesting activities.

Cognitive processes for example, perception, memory, attention, and thinking mechanisms, are important in mastering lexical skills. The learner enriches his or her language memory by hearing, seeing, and using new words. This process needs the active use of long-term memory along with short-term memory. For example, repeating new words repeatedly, using them in context, or memorizing them through logical connections increases efficiency. Creating associations is a special place among cognitive strategies. For example, if a learner associates a new English word with a word of similar meaning in his or her native language, he or she will remember it faster. At the same time, visual materials, pictures, tables, and diagrams also help reinforce words. This not only expands the students' vocabulary, but also develops their ability to think independently.

Metacognitive skills are also important in the cognitive approach. Metacognitive strategies form the student's skills such as controlling his own learning process, asking himself questions, and determining which memorization method is more effective. For example, when memorizing new words, a student effectively organizes his learning process by asking questions such as "How can I remember this word?", "In which sentence will the meaning be clearer if I use it?".

Motivation and cognitive processes complement each other. If the student does not have interest and internal motivation, even strong memory will not produce effective results. At the same time, if the student does not know the mechanisms of assimilation, motivation can quickly fade. Therefore, the teacher should use motivational and cognitive methods in a combined manner during the lesson. For example, when students are given the task of playing a competitive

game, memorizing new words as a team, or using them in a story they create, both motivation and memory are increased.

Modern educational technologies serve to further strengthen motivational and cognitive factors. For example, digital dictionaries, mobile applications, interactive presentations, online games attract students' attention and allow for effective mastery of words. Also, through "mind-maps", new words are placed in a logical system, which strengthens cognitive mechanisms.

The role of motivational and cognitive factors in the formation of lexical skills in foreign language education in secondary schools is incomparable. While motivation increases students' interest and motivation, cognitive processes serve for effective mastery of knowledge. As a result of their combination, students have the opportunity to communicate freely in a foreign language, express their thoughts in written and oral form. Therefore, foreign language teachers need to take into account not only grammatical and phonetic knowledge, but also the spiritual needs and cognitive activity of students during the lesson.

The issue of motivation in language teaching is considered one of the most relevant topics in psychology and pedagogical sciences. For example, according to the theory of "integrative and instrumental motivation" of the American scientist Gardner, the need to learn a foreign language is often formed in two directions. The first is learning a language for cultural and communicative needs, and the second is learning it for practical and useful purposes (taking exams, finding a job, migration). This theoretical basis is also directly reflected in the development of lexical skills in students. For example, if a student who wants to master new words in English intends to use them in conversations with international friends, this is integrative motivation; if he memorizes words to use them in tests, this is instrumental motivation.

Cognitive theory is based on the mechanisms of receiving, processing and storing knowledge in long-term memory. In this approach, the learner does not just receive ready-made knowledge, but also processes it, understands it through his own thinking, and applies it to practice. Thus, when learning new vocabulary, the

learner actively controls his own learning process².

Secondary school students (11–16 years old) have their own psychological characteristics, and these aspects should be taken into account when forming motivation. They are very sensitive to the opinions of their peers, so involving them in group work and organizing team competitions during the lesson gives great results. For example, using new words in competitions like “Who can memorize faster and more?” increases students’ motivation.

In addition, the interests of young people change frequently. If the teacher gives examples from modern technologies, music, films or social networks during the lesson, this also increases motivation. In such conditions, students learn words not from a simple textbook, but from sources that are relevant to them.

Experiments conducted in a number of schools show that when motivational and cognitive factors are combined, students learn vocabulary twice as fast. For example, in an experiment between two classes, the first class used traditional methods - translation and memorization, while the second used interactive methods (role-playing, group exercises, visual materials) and a motivational approach (incentives, competitions, real-life examples). As a result, second-grade students performed 30 percent better on a test.

The teacher is the central figure in the integration of motivational and cognitive factors. He not only teaches words, but also takes into account the psychological state, interests, and needs of students. The following approaches of the teacher during the lesson are effective: praise and encourage students, increase the number of games and interactive exercises, give independent creative tasks, connect students with real-life experience. For example, in the topic “My Dream Job”, students are asked to make a short presentation about their future profession based on new words. This exercise not only strengthens vocabulary, but also increases motivation, because each student seeks to express his dreams.

Motivation and cognitive activity do not form by themselves, but develop in

² Gardner, Robert C., and Wallace E. Lambert. *Attitudes and Motivation in Second-Language Learning*. Newbury House Publishers, 1972. – p 112.

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a certain socio-psychological environment³. If there is an atmosphere of positive competition, friendliness and support in the classroom, students feel free and are not ashamed to use new words and a negative environment - discrimination, intimidation or coercion - reduces motivation and slows down cognitive processes. Therefore, the teacher should pay special attention to maintaining a healthy psychological climate during the lesson. In recent years, digital technologies have created great opportunities in language learning. Students can often repeat new words through mobile applications, participate in online games and strengthen their vocabulary. For example, platforms such as Quizlet, Duolingo, and Memrise increase motivation and effectively launch cognitive processes. At the same time, virtual reality technologies are also bringing new experiences: students can have virtual conversations in a foreign language and learn words from context.

The list of used literatures

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