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**IMPLEMENTATION OF THE COGNITIVE
APPROACH TO THE THEORY AND
PRACTICE OF FOREIGN LANGUAGE
EDUCATION**

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Annotation

Current conditions, the impact of social, political, economic, professional, psychological, educational, cultural factors on language education system has caused an objective need for the development of new methodological approaches that promote maximum actualization of personal and intellectual potential of the students, that expands the scientific interest in the cognitive science and the development of the cognitive approach in foreign language teaching. The researches in the sphere of cognitive teaching are aimed at studying the possibilities of improving the cognitive activity of the individual with the help of special educational programs. Cognitive approach is theory of teaching foreign languages, developed on the bases of cognitive psychology. In relation to teaching a foreign language cognitivism means that the process of studying of a particular linguistic phenomenon should be based on the mental processes and actions underlying the understanding and use of this phenomenon in speech. Cognitive teaching should be understood as an active cognition process. Knowledge and capabilities obtained with the use of this approach, promote the development of a high level of intelligence, creativity formation, accumulation of practical experience required to the future specialists in the formation of professional competencies needed in new educational conditions.

Key words: cognitive approach, cognition, foreign language teaching, intercultural communication, cognitive and communicative language teaching, methods of cognitive teaching, individual style of cognitive activity, cognitive and metacognitive strategies.

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The profound changes in social, political and economic life have a great influence on the development of the educational system. New social needs require a change in the educational paradigm - orientation on fundamentality and humanization of education, the individual's creative development. The processes of integration and globalization taking place in society, contribute to the formation of a systemic view of the world, culture, realization that no scientific, social or technical problem cannot be solved without interrelated and united consideration of all its aspects. The objectives and content of education are always built in the context of socio-cultural values, ideas and goals of social development, as well as determined by the level of development of science and culture in that society.

The conditions of continuous expansion of intercultural communication in the modern world require a finite reforming of language education through cultural studies, sociologization of its content taking into account UNESCO's recommendations on education based on peace, respect for human rights, with a focus on the dialogue of cultures. These defines the main tasks of modern foreign language education, the success of which is seen in combined teaching of language and culture that determines one of the strategic directions of the modern theory and practice of foreign language education.

Modern man lives in a complex social, scientific and technical world, and in order to achieve success in it, he needs a fairly high level of intelligence and constituent cognitive abilities. Modern educational system, along with teaching the basics of diverse knowledge performs an additional function of development of students' memory, attention, thinking, imagination and other cognitive abilities. Cognitive abilities are a part of intelligence, thus, in current conditions, the impact of social, political, economic, professional, psychological, educational and cultural factors on language education system has caused an objective need for the development of new methodological approaches that promote maximum actualization of personal and intellectual potential of the students, expands the scientific interest in the cognitive science and the development of the cognitive approach in foreign language teaching [1,2].

Today due to the efforts of the representatives of different sciences the scientific and theoretical basis for the further development of the cognitive approach to the theory and practice of modern foreign language education was established. These are works in the field of cognitive psychology and cognitive linguistics, philosophy, cognitive and communicative language teaching. Basing

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on provisions of cognitive psychology and cognitive linguistics, scientists consider different aspects of the cognitive approach, interpreting them as psychological, psychological-pedagogical, linguistic and cognitive principles of foreign language teaching.

Cognition is interpreted very broadly in scientific studies: as mind, consciousness, thinking, that is, high-order a process, in this list is also included the knowledge. Cognition refers to philosophy as “the experience of gaining knowledge, including awareness of the nature of things and the subsequent formation of judgments about them” [3, p. 42].

The key idea of cognitivism, which has become a methodological imperative for the science of the next period, was as follows: we must examine not the observed actions, but their mental representations, strategies, a person's ability to produce these actions. The founder of this approach is the American psychologist George Kelly (1905-1967). According to him, the only thing a man wants to know in his life is what happened to him in the past and what will happen in the future [4].

Piaget found that there is a necessary sequence of cognitive achievements. He considered these achievements, including broad holistic structures (stages), and made a number of hypotheses about the mechanisms of development (the theory of balancing through self-regulation). Focusing on the higher mental processes, demonstrating that they are the result of the creative process, and stressing the importance of the subject's activity in this creation, Piaget has stimulated pedagogical thought [5, p. 17-33].

Since cognitivism has originated in the studies of cognitive processes, this resulted in the first place in the realization of cognitive psychology as an independent field of knowledge, in which it is assumed that an object representation of the external world plays the main role in human behavior. Cognitive psychology studies how people get their information about the world, how this information is presented to man as it is stored in memory and converted into knowledge and how this knowledge affects our attention and behavior [6].

Cognitive psychology has created a new trend in pedagogy and methodology - cognitive teaching. Researches in the field of cognitive teaching are aimed at exploring opportunities to improve cognitive performance of the individual with the help of special education programs. Although these studies are not sufficiently advanced, in practice is often stated the importance of developing methods of education, the purpose of which is cognitive development. This trend in pedagogy, for many years mainly limited by special education, now covers professional education too.

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Cognitive teaching has developed the need to redefine the role and place of the individual in learning the philosophy of cognition, arming the individual with method, the right way to describe and explain the reality [3, p. 21].

Modern achievements of cognitive linguistics are one of the main sources determining the basis and direction of modern language teaching theory and practice development. Cognitive linguistics considers language as a cognitive tool, a system that defines the presentation, coding and processing of information [7, p. 239-320]. In all of the cognitive-oriented linguistic researches, despite some differences in approach, there is something in common and unifying - it is the anthropocentric language, to be exact - practical, theoretical and cultural knowledge and experience laid down in the language, developed, meaningful and directly or indirectly verbalized by native speakers, recoverable and ultimate result of the semantic and conceptual analysis in the form of linguistic world.

According to Kunanbayeva S.S.: “despite the fact that there are multiple terms for identical concepts and categories found in cognitive linguistics: mental constructs - cognitive structures, secondary constructions, conceptual structures of consciousness; cognitive semantics - conceptual semantics; packages of information preserved in the memory of knowledge – schemes, structures of knowledge, scenarios, frames of reference , etc. modern cognitive science has introduced into the theory of intercultural communication and MFL teaching a whole range of theoretical outlines which demonstrate the organic nature and mutually-dependence of the leading theories of linguistics and MFL methods” [8].

Thus, the analysis of scientific literature allows us to conclude that the successful assimilation of a foreign language as a combination of different types of knowledge (about the language system and its units, reality, the culture of the target language country) is provided by complex cognitive processes, making the cognitive approach relevant in the methodology of foreign language teaching. Cognitive activity during cognitive teaching process is understood as a learner-centered education that integrates the intellectual, emotional, volitional components of personality and expresses the desire to achieve results in an intensive cognitive activity. A high level of cognitive activity indicates the formation of emotional and volitional spheres, stability of cognitive interest.

Common for all areas of methodology goal is to develop intellectual functions, teach to learn and to think. The methods of cognitive teaching are original to the extent that they suggest

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achieving this goal directly, without going through the process of acquiring knowledge or mental procedures peculiar to this field of activity. Cognitive teaching methods and techniques are focused on cognitive activity. Any cognitive act must include the acquisition, use and transformation of cognitive experience. An ability, which is responsible for the acquisition of experience, can be identified by learning abilities, productivity is determined by the application of general intellectual experience, and transforms the experience associated with creativity.

There are many methods of cognitive teaching. A variety of methods for maintenance of cognitive teaching have important things in common: the growing importance of cognitive processes in comparison with declarative knowledge, correlation in the teaching process of cognitive, emotional, volitional, and motivational factors, the importance of metacognition (monitoring and control procedures that a subject applies in his or her cognitive activity, as well as knowledge about these activities) in the process of knowledge transfer.

The main purpose of the methods of cognitive teaching is to develop the intellect, and more precisely the totality of mental abilities and strategies that make possible the process of learning and adapting to new situations. The basis of cognitive teaching methods is “teaching how to learn, not just teaching specific concepts and skills”. Cognitive teaching is designed to correct the deficiencies of cognitive intellectual activity, while developing attention, memory, perception and mental ability. This approach to knowledge in unity involves a process of teaching in the social and cultural context, and the most significantly - the epistemological interpretation of the results obtained by these new fields of knowledge as cognitive psychology, cognitive science.

Focused and scientifically justified selection of educational material, the organization of the teaching material and methods of working with it, its correlation with the aims and stages of teaching (in accordance with the cognitive and individual style of a learner) require special strategies that will make the teaching process faster and more efficient and solve professional problems.

Cognitive strategies are born of cognitive styles. Scientists who have studied the cognitive strategies applied to teaching foreign languages D. Rubin and H. Stern have noted seven basic characteristics necessary for good language mastering: [9] the desire to speculate; strong motivation to communicate; relaxedness; attention to linguistic form; search for partners in dialogue; self-control of speech; attention to the meaning [10]. Two large groups developed by D. Rubin and A. Thompson should be considered as

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teaching strategies: metacognitive strategies; cognitive strategies [11].

Metacognitive strategies are the most prioritized among the strategies of mastering a foreign language (metacognitive, cognitive, social-affective) allocated by the scientists, because they give a great place to the self-learning process: self-planning, self-study, self-control, and self-esteem. First metacognitive processes were identified by the American scientist John Flavell. Metacognitive technology is a technology that forms the intellectual skills and enhances reflexive mechanisms in educational activities that contribute to the formation and development of metacognition and metacognitive abilities. The significance of the application of these technologies in education lies in the fact that they allow to maintain a culture of thinking in society and the formation of a holistic worldview. These include: technology of critical thinking development; technology of project-based teaching (project method); case technology; interactive technologies and others.

Metacognitive strategies are used to generate both cognitive strategies, associated with the selection and presentation of educational material in accordance with the aims and objectives of education and socio-affective strategies that involve interaction with other participants of communication, involvement in this process [12].

Cognitive strategies are considered as methods for dealing with specific teaching problems. They refer to the operations used in learning or problem-solving which require direct analysis, transformation, or synthesis of learning materials. There are six main cognitive learning strategies, identified by Rubin: clarification - verification; guessing - inductive inferencing; deductive reasoning; practice; memorization; monitoring. These strategies are used in the formation of all language skills: reading, listening, speaking, and writing.

The essence of cognitive strategies in education is to provide and create conditions for the understanding of educational information by each student. In order to implement this, the system creates tasks on the principle: "Why do you (I) need it? Where, when and how is this communicative situation useful for me?" In the process of preparation of tasks different levels of students' cognitive development should be taken into account. For example, students may be offered the task for the formation of the ability to use information from a variety of sources; the skills of taking notes, i.e., express their own thoughts, in accordance with the rules of the language and the rules of logics; skills of annotating, i.e. implement a structured summary of the content of books, articles, speeches,

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television videos and other materials; skills to collect information on a given issue; abilities to carry out a comparison of the information obtained from various sources and others. The skills of searching for information in dictionaries and reference books, in the media and on the Internet are also very important.

The developed cognitive and metacognitive strategies ensure the effectiveness of mastering a foreign language by the learners, and allow implementing a differentiated approach to learning, promoting the growth of motivation, increasing control and self-control.

With reference to the foregoing, cognitive style should be attributed to procedural characterization of cognitive activity. Stylistic parameters correlate with a variety of different psychological and psychophysiological characteristics of individuality [13]. Cognitive style is associated with all levels of the individual properties, affects the individual style of activity itself depends on it [14]. As a "mediator" between mental and personal levels of "integrated individuality", cognitive styles are the way to mastering the individual view of the world, including language. Since language is an integral part of cognition, mental manifestation of human activity and means of forming linguistic world corresponding to each natural language, the process of teaching a foreign language should be based on the specificity of students' cognitive personality.

Thus, in teaching a foreign language there is an obvious need to develop cognitive strategies and technologies, methods of teaching and learning a foreign language. The process of learning a foreign language should be based on the activation of cognitive processes - association, comparison, contrasting, searching, analysis, and the others. It is necessary to create conditions that encourage students to think, compare, discuss, ask questions, formulate hypotheses, make experiments and collaborate. Accordingly, materials for teaching a foreign language should give impulses for autonomous studying, self-recognition, comparing phenomena of native and foreign languages, identifying patterns. Analysis and reflection of not only results, but also the process of learning a foreign language, a systematic discussion of how to improve the utilization of existing knowledge is also important. Consequently, the cognitive approach to teaching a foreign language is an absolute necessity to intensify the educational process in a limited number of hours devoted to learning a foreign language.

Cognitive teaching should be understood as an active process of cognition. Knowledge and abilities obtained by the application of this approach, contribute to the development of a high

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level of intelligence, formation of creativity, accumulation of practical experience necessary to future specialist, needed in the formation of new professional competence based educational conditions.

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Meretukova Z.K., Chinazirova A.R.

**UNITY OF DISCURSIVE SPEECH -
COGITATIVE ACTIVITY AND
SUGGESTOPEDIAN CULTURE**

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Abstract.

This work substantiates the need to develop the discursive thinking and discursive speech at future teachers as a propedeutic stage of formation of suggestopedian culture. In this connection the authors give the definition of the last concept and consider in brief a correlation of the concepts of "language", "speech" and "thinking" as bases of the speech-cogitative activity. Also this work describes the essence of the concepts of "discursive" and "discursive thinking" and the dependence of quality of the latter on extent of command of the language and the speech. Stages, tasks, the contents and pedagogical conditions of formation of discursive thinking and discursive speech at future teachers are discussed.

Keywords: discursive thinking, discursive speech, language-speech-thinking, speech and cogitative activity, to argue, to convince, suggestopedian culture, stages and problems of development of discursive thinking and discursive speech, tasks focused on the development of discursive speech, pedagogical conditions, development of discursive thinking and discursive speech.