



The Role of Cognitive Perception in Language Learning

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Abstract: This article discusses the role of cognitive perception in language learning. In modern conditions, the influence of social, political, economic, psychological and pedagogical, cultural factors on the system of linguistic education has caused an objective need to develop the latest methodological approaches that contribute to the maximum actualization of the personal and intellectual potential of students, which causes a natural scientific interest in the provisions of cognitive science and in the development of a cognitive approach in teaching foreign languages. Humanity has been interested in the problems of knowledge and understanding since ancient times. Studies of questions about where and how human knowledge and experience are stored have outlined the subject area of the modern interdisciplinary approach to the study of cognition - cognitive science.

Key words: perception, linguistics, linguistics, modern education, approaches, methodology.

Cognitive science is aimed at obtaining knowledge about knowledge; its focus is on the problems associated with obtaining, processing, storing, retrieving and operating knowledge. These problems relate to all procedures that characterize the use of knowledge in human behavior and, most importantly, in his thinking and communication processes. Cognitive science deals with information about the world, studying such complex phenomena of human existence as the perception of the world and the reflection of what is perceived in the human head, as the languages of the brain, as the memory and organization of human cognitive abilities. A distinctive feature of the immediate interests of cognitive science is the appeal to knowledge and cognition. Many researchers see the global task of cognitive science as “understanding how a person with his relatively limited abilities is able to process, transform and transform huge amounts of knowledge in extremely limited periods of time” [1]. From the very beginning of the emergence of cognitive science, a special role was assigned to psychology and linguistics, thereby emphasizing the special position of the objects of their analysis - the psyche, consciousness, language - in the very speech-thinking activity of a person. Among the most important topics of cognitive psychology is language, which is studied here as an internalized system of knowledge about language, language competence, language skills, often interpreted as a system of innate knowledge. One of the tasks of cognitive psychology is to create such a cognitive model of language and speech, communicative activity, which would combine in an integral form information about the production or generation of speech with information about its perception and, finally, about its understanding.

Cognitive linguistics is one of the areas of linguistics that studies the mechanisms for extracting, storing and transferring knowledge through language. The emergence of cognitive linguistics is associated with the names of J. Lakoff and H. Thompson. The focus of cognitive linguistics is language as a general cognitive mechanism, as a cognitive tool - a system of signs that play a role in

the representation (coding) and transformation of information [3]. Language is considered as the main means of "fixation, processing and transfer of knowledge and acts as a kind of system of various packages of knowledge" [4].

The cognitive approach to language involves the analysis of linguistic facts in their connection with the organization of the conceptual system. Language structures are considered in this case through the prism of a person's general knowledge about the world, his accumulated experience of interacting with the environment and in close dependence on psychological, communicative and cultural factors. Linguistic analysis, from the point of view of supporters of cognitive linguistics, must take into account not only linguistic behavior as such, but also the mental processes that dictate the corresponding behavior. At the same time, great importance is given to the identification, description and explanation of the internal cognitive structure, basic for the speaker and listener, as well as the dynamics of speech. According to R. Gibbs, it is the desire to link linguistic facts with cognitive structures and processes, along with the widespread use of empirical data from other disciplines, that explains and justifies the name of this direction.

The history of foreign language teaching methods, the emergence and development of new language teaching methods are always closely related to new trends in linguistics, psychology and pedagogy. The data of these sciences can radically change the approach to learning, contribute to the development of new methods, the emergence of new systems and models of teaching, new didactic technologies. It is not surprising that in recent years approaches to teaching foreign languages have been widely developed, which are based on knowledge of the cognitive function of language. The implementation of the cognitive theory of language learning has actually become a new stage in the development of the theory and methodology of teaching a foreign language.

In accordance with the cognitive approach, the study of a particular linguistic phenomenon should be based on the mental processes that underlie the understanding and use of this phenomenon in speech. Language learning is not limited to the perception and mechanical learning of language units or rules. Students are active participants in the learning process, which is not only personal, but also socially conditioned.

As you know, the approach depends on the purpose of training, in accordance with which it is formed and to achieve which it is aimed. Since the ultimate goal of teaching foreign languages within the framework of the competency-based approach is the formation and development of foreign language communicative competence, we believe that the most optimal approach to teaching foreign languages, and to grammar in particular, is communicative-cognitive, since its implementation involves "preparation of grammatical phenomena on a functional basis, the selection of frames according to the criterion of communicative need, training in the use of grammatical phenomena in typical situations of speech with adequate communicative statements in accordance with the cognitive model of cognition of the world around" [5]. Since this approach is a promising direction in the methodology of teaching foreign languages, based on such modern branches of knowledge as cognitive science and communication science, the communicative-cognitive approach to teaching foreign language grammatical skills organically combines the features of communicative and cognitive approaches. Recognition of the unity of communicative and cognitive is based on the unity of two main functions of human language: the ability to build grammatically and semantically correct phrases (which reflects the result of the cognitive process of language acquisition) and the ability to use knowledge and skills for communication purposes. The essence of the communicative-cognitive approach is the recognition that the language form is a reflection of cognitive structures that have certain correlates with the structures of language/speech.

Since of the two aspects of this approach, the communicative aspect has been studied more thoroughly, in this paper we will restrict ourselves to its most important linguodidactic principles:

- ✓ speech orientation of the learning process: the ultimate goal is to teach communication in various types of speech activity;
- ✓ focus not only on the content side of communication, but also on the form of expression;

- ✓ functionality in the selection and organization of material: language and speech material should be selected in accordance with the functions that it expresses and those communicative intentions that the speaker can convey using the proposed language material;
- ✓ situationally in the selection of material and the organization of training: language and speech material should be selected in relation to certain situations of communication and practiced in situations typical for the use of certain language forms;
- ✓ the use of authentic materials, which include language forms typical for expressing a certain communicative intention, authentic texts and situations of communication, as well as various verbal and non-verbal means typical of native speakers;
- ✓ the use of truly communicative tasks that contribute to the formation of communication skills and modes of work that are adequate to the conditions of real communication (in interpersonal interaction);
- ✓ student-centered learning, taking into account the needs, individual cognitive styles and learning strategies of students [1].

The cognitive aspect in teaching a foreign language has its own specifics. Unlike cognitive science, which is primarily interested in the process of cognition and information processing by a person in general and regardless of a specific language, a researcher and teacher of a foreign language proceeds from the recognition of the dual nature of the cognitive nature of a person. On the one hand, human cognitive abilities as such are comparable in different languages. On the other hand, in the cognitive aspect, all linguistic phenomena are considered as peculiar layers of human experience that convey various types of knowledge about reality. It follows from this that the cognitive experience of speakers of different languages (i.e., the experience of mastering the real world, fixed in a given linguistic and national community) is different and does not coincide [2]. A person - a native speaker of this language, who has mastered and mastered the cognitive experience that has been developed in his national community, starting to learn a foreign language, meets with the need to understand and assimilate a different conceptualization of the world, another cognitive experience, fixed in another, foreign language for him. Natural language is a mechanism that connects thoughts, i.e., mental representations, with forms of expression, therefore, the transition in the process of speech activity from one language to another is not only a transition from one language system of thought transmission to another (in the sense of external differences between languages), but also the transition from one system of thinking to another.

The cognitive approach to a foreign language focuses on the need to take into account differences in the nature of thinking of representatives of different languages, to consider the cognitive aspects of linguistic phenomena, i.e. to explain them in terms of their connection and conjugation with the processes of knowing the world. This approach allows you to consciously approach the description of the language from the point of view of national characteristics not only of linguistic expression, but also of understanding the real world, allows you to better understand and explain the specific difficulties of a foreign language and organize the learning process more effectively.

The cognitive aspect consists in knowing and taking into account the patterns of language acquisition. The task of "cognitive" learning is to help the student build this system. To do this, it is necessary to provide him not with ready-made knowledge, but with adequate strategies for mastering the language, the use of which affects the development of the intellectual abilities of students, the activation of their cognitive activity, as well as the procedures for acquiring and using knowledge. The discussed aspect, therefore, is one of the most important means of forming a worldview. Techniques implemented in line with the cognitive orientation of training have a huge educational potential. They develop independence of thinking and action, the desire to manage their own learning and evaluate it, in addition to mental development, they contribute to the spiritual and social development of the individual.

The cognitive aspect is manifested in taking into account the broad context of communication situations and in the need to realize that the generation of an utterance is influenced not only by

extralinguistic factors, but also by the individual mental image of communication factors, which is formed in the activity of the speaker-listener. This "image" is a set of intellectual skills that are formed in students as a result of long-term mental practice and which are inadequate to the complex of communicative skills and abilities. These two groups enter into a complex interaction, thereby justifying the need to use a communicative-cognitive approach in the process of teaching a foreign language. Cognitivism gives the communicative methodology a new impetus, provides a new orientation for the development of communicative teaching methods, since it shows that the language is "created" on the basis of cognitive activity in the process of language practice. Based on the fact that today in the methodology of teaching a foreign language both the processes of forming an adequate idea of a linguistic phenomenon and the processes of developing skills to use this phenomenon in real communication are perceived equally important, we consider the use of a communicative approach in unity with a cognitive approach not only probable, but also the only one correct.

Based on the analysis of the above, we believe that the term "cognitive" in this case implies:

- the need for students to understand the material being studied;
- the need to take into account the fact that knowledge is "embedded" in the cognitive structure of the student and become its components;
- the need to develop the student's thinking in the process of independent discovery of new knowledge by him in the course of solving cognitive, preferably problematic tasks;
- the need to use only meaningful (communicatively significant) training exercises;
- wide use of heuristic and creative exercises;
- the need to use various mental operations (analysis, synthesis, comparison, generalization, grouping);
- the need to take into account the native language;
- the need to identify the cognitive structures of the studied linguistic phenomenon and the organization of speech learning activities on the basis of these structures.

It is the communicative-cognitive approach that gives an idea of the complexity of reality, which we call "the process of mastering a foreign language".

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