

# The Cognitive-Modelling Approach To Lexical Skills Building In The Process Of Teaching Humanities Students A Foreign Language

L. K. RYSBEKOVA

International Kazakh-Turkish University named after H.A. Yassavi

K.A. KARIMOVA,

1st year student of International Kazakh-Turkish University named after H.A. Yassavi

R. B. MATIBAEVA

International Islamic Academy of Uzbekistan

Formation of lexical skills seems to be one of the most difficult problems of modern linguodidactics. Psycholinguistic features of lexical skill as a component of communicative competence, i.e. the ability to carry out foreign-language communication, allow us to identify a number of questions, the answers to which determine the effectiveness of foreign-language education in general.

## INTRODUCTION.

Such issues include the following:

- What mechanisms should be formed in learners so that their knowledge and skills in the field of vocabulary are correlated with the foreign language (including lexical) competence of a native speaker?
- What are the parameters of such correlation? What are the criteria for assessing the level of lexical skills formation?
- What are the strategies for organising vocabulary instruction?
- What methods and techniques contribute to their development?

In search of an answer to these questions, researchers in the field of methodology have developed a number of approaches to teaching a foreign language, within the framework of which the formation of lexical skills was given a special place. In this connection it is necessary to note the

works of A. N. Shamov, A. A. Zalevskaya, Y. N. Karaulov, M. A. Ariyan, O. G. Oberemko and others. The most interesting are the communicative, as well as cognitive direction of research.

The communicative approach is based on the idea of communicative competence - readiness and ability to carry out speech communication by means of a foreign language. In this case, lexical skill is a basic component of the communication process, a mechanism (a set of mechanisms) that ensures the transmission and perception of a particular meaning. The main provisions of the communicative approach in relation to the lexical aspect of speech are:

- The use of words as means of communication to realise one or another of its functions (principles of speech orientation and functionality in the selection of teaching material).
- The use of the situational principle of vocabulary teaching, according to which words are

learnt in context, being at the same time a means of its expression.

- Use of the principle of individualisation of learning, according to which in the process of selection and organisation of the system of mastering the material it is necessary to use individual cognitive strategies of students [3].

The system of vocabulary teaching within the framework of the communicative approach includes exercises aimed at the formation of language and speech skills. The former involve the development of automated actions to perceive and reproduce lexical units in typical combinations. The latter represent a set of mechanisms of conscious choice of words in accordance with the requirements of the speech situation within a particular type of speech activity. Thus, in the process of speech skill formation, there are orientation-preparatory, stereotyping-situational and variation-situational stages [6, p. 29].

The communicative approach to vocabulary teaching presented in the form of a model can be conventionally described as follows:

Stage 1 - creation of language stereotypes. The result of the work is the formation of speech patterns in the students' minds in the form of word combinations and short texts.

Stage 2 - development and recombination of speech patterns within the framework of different speech situations and types of speech activity. The result of the work is the formation of speech skills.

The above description allows us to formulate a number of questions that cannot be answered using the communicative approach in its original form. Thus, the question of the implementation of the principle of individualisation of learning remains unclear, namely:

- What are students' individual cognitive strategies in the process of vocabulary acquisition?
- At what stage and how are they formed and utilised?

- What is the degree of individuality of cognitive actions? Are they based on similar mental mechanisms (groups of mechanisms)?

Besides, the global problem of forming communicative (in this case lexical) competence close to the competence of a native speaker of a foreign language remains unsolved. The nature of the competence formed in the learning process is not defined. It is not clear whether it is artificial (purposefully created) and to what extent such artificial competence coincides with the system of natural mechanisms of mastering the native language. Finally, what is the role of thinking (including its individual characteristics) in teaching foreign language units?

Attempts to answer these questions led to the need to clarify and further develop the main provisions of the communicative approach to the formation of lexical skills. As a result, a number of "neo-communicative" modifications of the communicative approach emerged, including the communicative-action and communicative-cognitive approaches.

The communicative-activity approach is based on the idea of the necessity to form speech skills (including lexical skills) in the process of performing certain speech actions. At the same time, the main way of organising training is a problem situation, the discussion of which allows to actively use the studied language units in the proposed context. The communicative-activistic approach allows us to clarify some provisions of the communicative approach itself. In particular, it implies the necessity of complex thinking (including analytical) operations in the process of acquiring the composition of the learnt language. Besides, in this case the sequence of stages of material acquisition is of interest: the transition from observation of linguistic units to their analysis and subsequent consolidation. Thus, the theoretical provisions of the communicative-activity approach

are of interest for describing the peculiarities of receptive lexical skill formation. At the same time, the issue of formation and development of productive skill is not quite clear, since observation and analysis of language units is preceded by their active use in oral or written speech. At the same time, the lexical side of speech production remains for the researcher a "black box" in which the speech intention (at the input) is transformed into a finished text (at the output).

The need to answer this question brought to life the cognitive direction of linguistic and didactic research. Thus, the cognitive approach itself emerged, according to which the student actively participates in the process of acquiring information about linguistic units by applying certain personal qualities and abilities (cognitive styles). The classification of cognitive strategies made it possible to justify the differences in the choice of ways of processing learning material by individual peculiarities of students' thinking and character. On the other hand, specific characteristics of language system units and types of speech activity also have a significant impact on the learning process. The latter statement made it possible to identify cognitive levels, which include the level of grammatical rules, the level of lexical meaning, the speech level, the level of speech functions - the social level, which takes into account the specificity and orientation of the speaker's/hearer's speech intention, the cultural level - the level of compliance of an utterance with the generally accepted cultural norms of a native speaker, the level of using individual cognitive strategies for acquiring foreign-language information [3, p. 28].

As can be seen from the above classification, the cognitive approach implies the consistent passage of a linguistic unit through the prism of different angles of view, different aspects of use, each of which gives additional features to the meaning, thereby expanding and complicating

its structure. At the same time, the focus of attention is not so much on the cognitive side of the cognition process as on the communicative side, which implies the emergence of changes in the meaning of words and utterances under the influence of certain conditions of communication. Thus, the cognitive approach to teaching vocabulary and grammar, having initially emerged as a predominantly analytical one, became more and more communicative and activity-based, which eventually led to the need to clarify some of its provisions in the context of the renewed communicative-cognitive direction of research.

According to A. V. Shchepilova, the communicative-cognitive approach is "a personality-oriented concept... The communicative-cognitive approach is a "person-centred concept ... which stipulates the need for equal attention to the formation of adequate understanding of the learner's system of the language and the ability to speech actions and skills in the speech sphere" [7, p. 130]. [7, c. 130]. The communicative-cognitive approach to the formation of lexical skills is based on the following principles:

- the principle of the system-forming role of vocabulary in the process of teaching foreign language communication;
- The principle of lexical anticipation in linguistic education;
- the principle of correspondence of cognitive models of cognitive activity to the goals and objectives of vocabulary learning;
- the principle of verification of mental components in the content of vocabulary teaching [5, p. 43].

The first two principles are designed to emphasise the leading and fundamental role of vocabulary in the process of forming skills and abilities of foreign language linguistic competence. The third principle presupposes the presence in

students' minds of various models of lexical material organisation, which, depending on the peculiarities of the student's individual cognitive style, can be created and used with the help of a system of cognitive strategies, including semantic, linguo-systematizing and linguo-cultural mechanisms [5, p. 48]. The principle of verification of mental components in the content of vocabulary teaching implies the need to determine the degree of "strength" and depth of assimilation of lexical information, i.e. to establish the mental correlates of units of external semantics, which ensure the success of lexical skill realisation in the process of perception and reproduction of an utterance.

As can be seen from the above analysis, the process of development of theoretical foundations for the formation of foreign language lexical competence in diachronic aspect, having gone from the awareness of the need to identify cognitive strategies of word acquisition to the use of conceptual formations of the mental lexicon in building a lexical stock, leads researchers to the need to develop such an approach, which would allow correlating the structure of cognition of units of external semantics (words) with the structure of units of the conceptual level. The cognitive-modelling approach to vocabulary teaching can become such an approach. The cognitive-modelling approach can be based on the following provisions:

1. The name of the approach is determined by the essence of its use: in the process of cognitive activity when studying each single foreign-language word, students model a system of knowledge about it (about its sound, graphic image and meaning). The resulting cognitive model has the following characteristics:

The structure of the cognitive model of word acquisition (hereinafter referred to as c. m. o. as opposed to c. m. - the cognitive model of lexical meaning proper) in the learner's mind to some extent (depending on the completeness of

information about the lexical unit) repeats the structure of the corresponding cognitive model of a native speaker of a foreign language. In case of coincidence (maximum approximation) of authentic and learner's c. m. o. the learner's lexical competence in relation to a given word can be considered formed.

The cognitive model of mastering a lexical unit includes learning activities to form skills and abilities. At the same time, skills as speech automatisms include actions aimed at mastering the pronunciation and graphic image of a word. Skills include actions aimed at mastering and using the meaning of a lexical unit. Since the process of skill formation is more complex and multidimensional than the process of skill formation, it is the skill structure that should be modelled in a special way when constructing the teaching system. This assumption allows us to draw an important conclusion: the cognitive model of word acquisition can be expressed using the formula: "modelling of the semantic structure of a word in the student's mind + fixation of the visual-graphic image of the word + fixation of the sound image of the word". Thus, modelling the semantic structure of a lexical unit (the structure of its meaning) actually reflects the process of building a cognitive model of word acquisition. This conclusion seems quite logical, since in the diachronic aspect the process of meaning development in the totality of all its components reflects the objective regularities of nomination, which, in turn, convey the changes occurring with a given object (person, phenomenon) in real reality.

- 2 The use of the cognitive modelling approach is based on the following principles:

- The principle of modelling meaning at the linguistic and conceptual level.
- The principle of using cognitive ways of processing linguistic data.
- The principle of internal visibility.

- The principle of algorithmisation of mental operations.

- Principle of thesaurus-network organisation of mental lexicon.

The principle of modelling meaning at the linguistic and conceptual level implies that the student should receive information about the studied word in the sequence in which this information is reflected in the semantic structure of the lexical unit in the dictionary entry. Thus, the student gets acquainted with the "external", linguistic level of meaning. In turn, modelling of the corresponding concept will require the learner to know about the cognitive basis of semantics - the feature,

The cognitive modelling approach to the formation of lexical skills in the process of teaching foreign language to students of humanitarian universities is the basis of nomination (hereinafter c. m. - cognitive model of lexical meaning). Such information in most cases can be obtained by analysing specific lexical units. This fact makes it possible to determine the sequence of lexical skills formation in the direction "from contextualised meaning to concept". The reverse order is possible, apparently, at the senior level of foreign language teaching, in those cases when students are required to display linguistic creativity (prediction of meanings, perception and use of neologisms and metaphors).

The principle of using cognitive methods of language data processing implies the application of a number of mental operations in the process of modelling word knowledge in the learner's mind. Such operations include analysis (in relation to the semantic structure of a lexical unit), synthesis (in the process of identifying specific meanings and word uses on the basis of context analysis), abstraction (in determining the generalised basis of nomination), concretisation (in the process of reconstructing individual meanings on the basis of

the general cognitive idea of nomination), comparison (in the process of verifying mental structures), classification (in the process of singling out groups of similar meanings, concepts, building a hierarchy of meanings), categorisation (in the process of identifying semantic and associative fields and synonymic series).

The principle of internal visibility implies the necessity of constructing mental images-schemes reflecting the feature underlying the meaning.

The principle of algorithmicisation of mental operations implies the need to follow a certain sequence of actions in the process of fixing a word in memory, as well as in its perception and reproduction.

The principle of thesaurus-network organisation of the mental lexicon is based on the following position: words, somehow related to each other, represent cells of the network of linguistic consciousness, but each of such cells includes a set of information organised in the form of a kind of thesaurus. At the same time, new connections between the cells are formed. Thus, the network of the mental lexicon can apparently be considered multidimensional.

The content of vocabulary teaching within the framework of the cognitive-modelling approach includes - units of "external semantics", which include words in certain specific meanings, as well as indivisible word combinations and phraseological phrases;

- units of "internal semantics" - lexical frames, formulations of cognitive bases of meanings;

- mental mechanisms of language processing (mechanisms of semantisation, perception and reproduction of lexical units);

- general learning skills that contribute to obtaining information about the peculiarities of

external and internal semantics of a word (analysing dictionary entries, context).

The above provisions of the cognitive-modelling approach to teaching foreign language vocabulary describe in a general way the system of building a model of lexical ability similar to the model of linguistic (and, in particular, lexical) competence of a native speaker. The use of the cognitive-modelling approach, thus, will contribute to increasing the effectiveness of lexical skills formation in the process of teaching foreign language to students of humanitarian (pedagogical and philological) universities.

**Bibliography list:**

1. Zalevskaya, A. A. Issues of human lexicon organisation in linguistic and psychological studies: textbook / A. A. Zalevskaya - Kalinin: KSU, 1978.- 87 p.

2. Karaulov, Y. N. Russian language and linguistic personality / Y. N. Karaulov. Moscow: Nauka, 1987. - 263 c.

3. Kolesnikova I. English-Russian terminological guide to the methodology of teaching foreign languages / I. Kolesnikova, O. Dolgina. - SPb.: Cambridge, 2001. - 431 c.

4. Methods of teaching foreign languages. General course / M.A. Ariyan, O.G. Oberemko, A.N. Shamov - 2nd edition, supplement and revision. - N. Novgorod : N. A. Dobrolyubov National State Linguistic University, 2005. - 299 c.

5. Shamov, A. N. Theoretical and practical issues of teaching vocabulary in German language classes: textbook / A. N. Shamov. - Nizhny Novgorod: GOU VPO NGLU, 2010. - 179 c.

6. Shatilov, S. F. Methodology of teaching German at secondary school / S. F. Shatilov. - Moscow : Prosveshchenie, 1986. - 223 c.

7. Shchepilova, A. V. Theory and methodology of teaching French as a second foreign language: Textbook for universities / A. V.

Shchepilova. - Moscow: Humanitarian. izd. centre VLADOS, 2005. - 245 c.