

# TECHNOLOGY FOR THE DEVELOPMENT OF COGNITIVE ACTIVITY OF STUDENTS IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

**Xurramov Eshmaxmat Eshqulovich**

**Toshkent viloyati Chirchiq davlat pedagogika instituti**

**Maktabgacha ta'lim kafedrası o'qituvchisi**

***Resume:** The development of students' cognitive activity depends on the correct interaction of all elements of the pedagogical process: goals, content, means and methods of teaching, a rationally structured system of classes in a foreign language, including classroom, home, independent and laboratory work on the language. A significant role in the development of students' cognitive activity is played by a foreign language lesson, which must meet didactic requirements, i.e. to be built taking into account the unity of teaching and development, to be scientific in the nature of the content of the educational material and in the way of its assimilation. Cognitive activity in the educational process is a single process of generating students' thoughts and speech, this constitutes the material basis of education. Mastering by students the basics of teaching, direct and indirect, is today the main practical goal. This necessitates a deep study of the process of development of cognitive activity in search of opportunities for its activation. This circumstance determined the choice of the topic of our thesis research.*

***Key words:** educational process, cognitive activity, teaching a foreign language, communicative tasks.*

One of the possible ways and means of enhancing the cognitive activity of students at the middle stage is the setting of communicative tasks in the process of teaching students the English language. Based on didactic and methodological research, it is necessary to determine the activation of the cognitive activity of students, as the activation of speech-thinking activity, as a process aimed at achieving specific thinking and speech activity, carried out with prompting,

guidance and control from the teacher and contributing to the early and successful achievement of the planned result learning.

In this study, an attempt is made to elucidate the problem of the development of the cognitive activity of students at the middle stage of education, who study a non-native language, in those conditions when the secondary school is undergoing significant changes, both organizationally and in terms of content.

Justifying the choice of the research topic, it should be noted that the analysis of the essence of the development of the cognitive activity of students allows a new look at the content and organizational aspects of the activity of a foreign language teacher in the context of updating the content of education, especially in the direction of social development. In this regard, the problem of creating interaction in a foreign language in the classroom is so complex and multifaceted that the teacher has to use various psychological, linguistic, regional-social means in order to come to the development of the cognitive activity of students.

In the methodological literature, the components are also designated by the sides of the lesson, where the goal of the lesson occupies a dominant position, which determines all the other components. It should be noted that all the components of the lesson are among themselves in the relationships of interdependence and interpenetration and interaction.

Before moving on to the development of cognitive activity in the framework of the lesson, it is necessary to briefly consider the characteristics of the main components of the lesson, since the learning process taking place in the lesson leads to the development of students.

1. The purpose of a modern lesson, as a leading side, has its own components: training, development and education.

Full-fledged training always has a developing and educating character, and development and education are organically included in the learning process.

This interdependence can be expressed in the following formulation: "Teaching, educate and develop, and educate and develop, teach", as one of the requirements for the target side of a modern lesson (second requirement).

The first requirement for a modern lesson, as noted above, is that all other aspects of the lesson must correspond to its target side. According to Vygotsky, education should lead development, and not lag behind it. For this, it is necessary that teaching, on the one hand, should be based on the current level of development of students (i.e. where students solve educational problems on their own without the help of a teacher), and on the other hand, it should be carried out in the zone of proximal development of each student (i.e. a new task for the student, so that it is feasible for independent solution).

The teacher, defining a feasible task for the student, in the zone of his immediate development, makes him rise to a higher level of actual development. Thus, the essence of the learning process is to change the levels of the student's actual development, has a consequence determined by the new quality of his psyche, which allows him to complicate them at the next stage of learning. In the learning process, the student examines the same object of cognition each time from the position of a new level of difficulty, from different heights of cognitive capabilities, assimilates this object more fully, deeper in the system of new relationships and connections.

Hence follows the third requirement for the target side of the modern lesson. Specifically, this is the need to carry out training in the zone of proximal development of the student. In other words, teach students at an accessible high level of difficulty.

Therefore, the problem under consideration in the current conditions, according to its purpose, becomes not only relevant, but also of theoretical and practical significance. Purpose of the research: identification of rational ways and development of expedient methods for the development of cognitive activity of students at the middle stage of teaching them the English language. In accordance with the purpose of the study, it was necessary to solve the following tasks:

1. to theoretically substantiate the possibilities of developing the cognitive activity of students in the process of teaching a foreign language as a solvable problem;

2. to practically check the developed methodological recommendations for organizing the cognitive activity of students at the middle stage of education in order to activate.

In the implementation of the intended goal and solution of the tasks, the following research methods were used:

-the method of observing the educational process in schools, studying the work of school teachers, summarizing their personal observations and experience of teachers of foreign languages during two teaching practices;

- the method of a search experiment in order to identify and determine rational ways of developing the cognitive activity of students;

- methods of synthesis and analysis of the data obtained in the process of research.

Study of collections, textbooks, manuals and other sources, linguistic and scientific-methodical literature, reflecting the experience of researchers, teachers and other employees of educational institutions in the field of learning foreign languages.

The stated goals and objectives determined the direction of research of the problem and the structure of the thesis, consisting of an introduction, two chapters, a conclusion and a list of used literature.

Each period in the development of a student's personality is a qualitatively unique stage in the formation of an individual. This peculiarity was emphasized by the Russian psychologist L.S. Vygotsky, when he compared the development of a child with the transformation of a caterpillar into a pupa, and a pupa into a butterfly.

The effectiveness of teaching a foreign language at school, in this regard, depends to a greater extent on how the methods and techniques used by the teacher are focused on the age characteristics of students.

However, the age-related development of a child cannot be represented as a gradual increase in his abilities. A foreign language teacher needs to know the strengths and weaknesses of each age among his students, and most importantly, setting feasible tasks for the student, fully use all the potential opportunities of this period of development in him.

In psychology, three features are defined, which consist in the concept of ability.

1. Abilities are understood as individual psychological characteristics that distinguish one person from another. Naturally, no one will be able to talk about abilities where we are talking about properties in relation to which all people are equal.

2. Abilities are not called any generally individual characteristics, but only those that are related to the performance of any activity or many activities.

3. The concept of ability is not limited to those knowledge, skills and abilities that have already been developed by a given person.

According to the first sign, abilities are one of the objects that guide teachers in an individual approach to students: students with qualities that ensure the ease and speed of acquiring knowledge and developing skills and abilities need these differences to be noticed, realized by the teacher and become for him a guide to action.

The second sign of ability testifies to the importance of these qualities for the student's progressive movement in educational activities. The process of development of cognitive activity occurs not only with the help of mental determinants, it is also influenced by such factors as will and learning motivation. Goals, personality attitudes, emotions, and personal learning needs are also strong catalysts for this process.

It should be borne in mind that the zones of proximal development are different for different students of the same class. One student is able to complete the proposed task, and the other moment to solve it after a certain period of time (i.e., after two, three months, and maybe more). Therefore, the fourth requirement

for the target side of the lesson is to take into account the individual capabilities of students. Within the framework of the lesson, the goal is determined and the task is set, the accounting of which is the fifth requirement of the target side of the modern lesson.

Let's take a closer look at this. The goal is the ideally planned result of the activity.

Lesson objectives are specific educational actions, through the implementation of which students move towards the goal and a real final result is achieved.

Each student should be in a state of constant readiness for speech response. This state is usually facilitated by frontal work, performed without a specific sequence of calling students. The required speech reactions of one kind must alternate without a definite sequence with speech reactions of another kind.

The verbal reaction from time to time should alternate with non-verbal reactions, for example, following the teacher's commands:

Translate the next sentence into Russian; He is sitting at the table.

- and what am I doing now?

- you are sitting at the desk.

- non come up to be door ... well.

What is Petrov doing now?

She is going to the door... и т.д.

It should be noted that the predominance of frontal work in the classroom leads to the assigned activation of students, where each student has time to speak English.

To ensure the multiplicity of speech reactions, which determines the development of activity, the following forms of work in the classroom exist and can be recommended.

It should be noted here that the above set of conditional speech exercises fully reflect the structure of samples designed for the development of cognitive activity when students master English.

Each of the given 4 types of conditional speech exercises could be expanded, continued on the lexical material of the middle stage, but for the presentation of a methodological approach to their compilation, the given limits of exercises seem to be sufficient when it comes to the development of cognitive activity of students of the middle stage of education, it is necessary to remember about the impact and intervention of a working teacher not only in the details of the lesson frontal work, but also in other types of pedagogical activity that need activation and which develop the cognitive activity of students.

Thus, the development of foreign language abilities in the learning process not only contributes to the simple assimilation of educational foreign language material presented in the classroom, but is also considered as the basis of cognitive activity in mastering foreign language speech skills.

1. The most important condition for enhancing the cognitive and speech activity of schoolchildren is the setting of communicative tasks for them, the methods of which they do not know in advance.

2. Communication tasks for students must have the initial knowledge and skills in order to search for the results of the assignment and the way to complete it, overcoming certain difficulties.

3. The main indicator of a student's entry into a new period of age-related development is the change in the activity in the course of which his mental development is carried out, mental neoplasms appear.

4. The learning activity of students at the middle stage in teaching a foreign language can be represented as a period of solving perceptual-mental and formal-grammatical problems.

5. The attitude towards independent thinking leads students to a qualitatively new level of development of students' cognitive activity.

6. Developing is such training in the process of mastering a foreign language, which also presupposes the all-round development of thinking, memory of the imagination and other cognitive mental processes of harmonious development.

These types of work of the pedagogical process in teaching a foreign language include the organization of independent work of students, its activation, various aspects of the student's independent activity, his self-organization, self-government, self-control and the teacher's direct influence on all types of this activity.

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