

COGNITIVE APPROACH TO THE EXPANSION OF THE FOREIGN LANGUAGE FOR STUDENTS OF RUSSIAN PHILOLOGY

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Annotation: The cognitive approach in foreign language teaching attracts young learners' attention to the topic, enhances and facilitates the comprehension of grammar and language, increases students' motivation, as well as helps students to memorize new vocabulary and structures. The aim of the article is to persuade teachers that the cognitive approach applied in the lesson provokes a change in the dynamics of the language classroom and serves as a motivational tool for students. An author's cognitive model is an example for the easy comprehension and production of the difficult English present progressive construction by Bulgarian young learners.

Keywords: Foreign language, cognitive science, framework and the usage-based.

The model is discussed within the generativist framework and the usage-based theories as the pre-linguistic conditions take an important part in it. The taxonomy of constructions, which is also part of the model, focuses on the relationship between the English present progressive construction and the constructions preceding it.

Foreign language acquisition has become one of the most dynamic and promising areas of research in cognitive science. Contemporary theoretical and empirical studies have convinced more scientists that a thorough research on the process of learning a foreign language is a way of understanding the cognitive processes in language acquisition. The article focuses on the challenge of using the cognitive approach in the language classroom and given the multiplicity of perspectives on learning, an appropriate unit of analysis should be identified. It is the acquisition of the grammatical construction of present progressive tense in English by Bulgarian young learners (I-IV grade) analyzed in the author's cognitive model. Arising from the fact that learners are not motivated enough to learn a language that they don't use in everyday life, it is the teacher's choice of an appropriate approach that takes an important role because it has the power to foster the language acquisition

The cognitive approach to acquiring the English present progressive construction facilitates the comparison between the familiar and the new knowledge, grammatical rules comprehension, memorization and use of language. The cognitive stress is on using a model with high cognitive value, which develops and improves logical thinking and encourages imagination in its implementation. Thus, it aims to convert students from passive recipients to active constructors of knowledge. Meanwhile, knowledge is obtained through individual participation and contact with the contents (information) rather than by imitation or repetition, as in traditional didactic memory-based models,

A linguo-didactic model based on the cognitive approach (Descriptive application) Classroom practices in foreign language acquisition continue to rely on traditional methodologies, paying little attention to whatever theoretical insights cognitive science can offer. Anyone having some experience of learning English outside the target language environment will agree that one of the most difficult parts of the English grammar is the verb, its forms and functions. Traditional grammars are not particularly explicit about the rules and mechanisms in each case. There are several psychological approaches that attempt to define human behavior, and one of these is the cognitive approach. As is suggested by its name, this approach focuses solely on the internal and invisible processes that allow people to react to external stimuli. Specifically, it looks at how people process information that they get from their senses and how they respond to this information. Children usually become bored when teachers use traditional practices to teach grammar. Given the age, the value of explicit grammar teaching might be questioned. That is why the traditional view of the purpose of grammar has lately been restated by some modern trends in linguistics. In particular, scholars belonging to these trends pay much attention to artificially constructing and analyzing incorrect utterances with the aim of a better

formulation of the rules for the construction of correct ones. But their examples and deductions, too, are often at variance with real facts of lingual usage. The starting point of this study is also the error. Some of the students' troubles in the acquisition of the present progressive construction come from the features of the target language. On the other hand, grammar rules are not introduced because of the specifics of foreign language teaching to young learners. The fact that children at this age already have logical thinking and it lets them easily find the rules and regulations, provoked the idea to use the cognitive approach to grammar acquisition. It confirms that there is strong relationship between the main cognitive and linguistic structures. The linguo-didactic model based on the cognitive approach, together with its visualization motivates young learners, enhances and facilitates the comprehension of grammar and language as it concerns their emotions and curiosity. The fact students can easily identify and produce the grammatical construction in the process of communication proves the effectiveness of the ongoing cognitive processes. The reason why the cognitive model is presented as an example in the study is to outline the main parameters the approach can follow as well as to show the results teachers can expect if they apply the cognitive approach in the classroom. Two aspects of the process of effective learning should be noted – one of them is the emphasis on the interlanguage relations, while the other point is the interlanguage influence,

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