

COGNITIVE APPROACH TO THE EXPANSION OF THE ENGLISH LANGUAGE DICTIONARY OF STUDENTS OF RUSSIAN PHILOLOGY (ON THE EXAMPLE OF INDEPENDENT READING OF AUTHENTIC DATA)

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Annotation: The cognitive approach in the system of methodological approaches and concepts of teaching foreign languages is the basis for the formation of the required level of foreign language communicative competence, which includes speech, language, sociocultural, compensatory, educational and cognitive competence. The formation of these competencies helps to increase the productivity of teaching a foreign language in a secondary school, ensuring its integrity through the activation and development of cognitive processes (perception, attention, the ability to represent knowledge, memory, thinking, etc.).

Keywords: Education, based on and taking into account a complex of cognitive processes, contributes to the development of the speech and thinking abilities of students, the actualization of their personal potential. The activation and development of cognitive processes, the development of language and speech abilities by means of the subject "foreign language" lead to the creation of another type of competence - lexical (semantic).

The ideas of cognitive linguistics and cognitive-communicative learning of different categories of students are presented in the works of N. V. Baryshnikov, I. L. Bim, M. L. Vaisburd, I. N. Vereshchagina, A. A. Leontiev, I. Yu. Mangus, S. F. Shatilova, A. V. Shchepilova and others. Based on cognitive psychology and the provisions of cognitive linguistics, scientists touch upon various aspects of the cognitive approach, interpreting them as psychological, psycho-pedagogical, linguistic principles that underlie teaching foreign languages and building textbooks. An analysis of scientific sources allows us to state that the successful assimilation of a foreign language as a set of different types of knowledge (about the language system and its units, about the surrounding reality, about the culture of the country of the language being studied) is provided by a complex of cognitive processes, which makes the cognitive approach in the methodology of teaching foreign languages, of course, relevant

To date, it has become obvious that at present, through the efforts of representatives of various sciences, a scientific and theoretical basis has been created for the further development of a cognitive approach in the methodology of teaching foreign languages. These are works in the field of cognitive psychology and cognitive linguistics, philosophy, personality psychology, theory and methods of teaching foreign languages. The main provisions of these sciences formed the basis of this study. Their consideration indicates that the problem of the cognitive approach to teaching foreign languages has not yet received deep scientific, theoretical and practical completeness. The study of scientific research in the field of methods of teaching foreign languages, theory and practice of teaching foreign languages in a secondary school has revealed a number of significant contradictions, the main of which are as follows:

- the contradiction between the real low effectiveness of teaching a foreign language in a general education school in general and the lexical aspect, in particular, and the system of requirements for linguistic education that has developed in modern conditions;
- the contradiction between individual methodological approaches and recommendations for improving the teaching of the lexical side of foreign speech and the objective need for a scientifically based approach developed as an integral methodological system that implements the internal mechanisms of cognitive activity;
- the contradiction between the totality of scientific data on the decisive role of cognitive processes in the study of the lexical aspect of a foreign language, on the one hand, and their insufficient scientific and methodological understanding, on the other;
- the contradiction between the objective need for a cognitive model of teaching the lexical foundations of various types of speech activity in the conditions of a general education school and the insufficient

development of the scientific and theoretical foundations for its construction and implementation in the linguistic educational process;

- the contradiction between the prospects for improving the teaching of the lexical side of foreign language speech in the conditions of a model that contributes to the development of cognitive processes of students, and the existing conditions of education in a general education school.

The above reasons necessitate the development of theoretical foundations and the search for practical ways to implement the cognitive approach in teaching the lexical side of foreign language speech to secondary school students. All this confirms the relevance and prospects of this study.

The object of the research is teaching the lexical bases of productive and receptive types of speech activity in a general education school. The subject of the research is a cognitive approach to teaching foreign language vocabulary in a secondary school. The hypothesis of the study is the assumption that teaching the lexical side of foreign language speech to students of a general education school in line with the cognitive approach will be holistic and effective if:

- the educational process is based on a model of cognitive activity (cognitive processing of information), which will ensure the actualization of the psychological mechanisms of mastering receptive and active vocabulary (induction and deduction, associative linking of units, control over ongoing processes);

- the system-forming role of vocabulary in the assimilation of a foreign language and such features of its formation as: the unity of sensory and rational assimilation in the formation of a cognitive image of a word are taken into account; a combination of receptive and productive vocabulary in the mental vocabulary of a person; the relationship of lexical skills in various types of speech activity and the levels of cognitive activity of students;

- a methodological concept has been developed that substantiates the correspondence between the phenomena of assimilation of foreign language information and the cognitive activity of the individual in the learning process and implements the principles: the system-forming function of vocabulary; lexical advance in linguistic education; correspondence of cognitive models of cognitive activity of students and learning objectives; verification of the mental components of the learning content;

- the methodology will be based on a cognitive learning model, which is a holistic didactic and methodological object that implements the cognitive patterns of assimilation of the lexical system of the corresponding language and contributes to the conscious mastery of it;

The cognitive approach in teaching foreign vocabulary imposes certain features on the content of teaching the lexical side. In its content, traditional components and components that are derived from the characteristics of students' cognitive activity (internal lexicon, thesaurus knowledge, language automatism, concepts, intellectual actions with a foreign word) are distinguished. Mastering lexical material proceeds as a graduated process. Its essence lies in the mastery of certain features fixed in the structure of the meanings of a foreign word. Such work is carried out at different stages of work on the word, starting from the level of the rule. Further, the assimilation of the word occurs at the level of meanings and at the level of activity. The work on the assimilation of a foreign word ends with a cultural level, where values are assimilated that reflect the culture of the people. The signs of the word learned by students at each level are combined into a single whole. Such a whole is formed on the basis of the "overgeneralization" mechanism. This mechanism allows schoolchildren to master the entire range of meanings that any foreign word has. In the course of the study, in line with the cognitive approach, the author's principles were fully implemented. These are such principles as: a) the principle of the backbone role of vocabulary in teaching foreign languages; b) the principle of lexical advance in language education; c) the principle of correspondence between the models of cognitive activity of students and the tasks of learning; d) the principle of two-way verification of the mental components of the content of teaching the lexical side of speech. The study developed a cognitive model of teaching foreign language vocabulary as a complex system object, including target, content, procedural and resultant components.

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