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**USING COMMUNICATIVE AND COGNITIVE APPROACH TO TEACHING ENGLISH  
GRAMMAR**

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The main aim of the article is to create conditions for improving the quality of students' knowledge based on the communicative-cognitive approach.

Objectives:

- 1) the creation of positive motivation of students to study the subject of a foreign language;
- 2) the organization of the communicative-cognitive approach at all stages of the lesson and extracurricular activities;
- 3) ensuring the development in students' skills of working with various types of test tasks based on the communicative-cognitive approach;
- 4) the creation of pedagogical conditions for the formation of a sustainable skill for the practical application of knowledge and for reaching the predicted level of knowledge quality.

The main task in teaching students English language is the development of speech, that is, the system of working on the creation of active language skills for the purposes of communication, teaching, research, and educational and professional activities. Teaching students English grammar involves directional language assistance in mastering the use of grammatically correct words, phrases and sentences, as well as in improving the skills of the scientific style of speech for active involvement in the learning process.

We consider this topic relevant since at present the main goal of teaching foreign languages is the development of an intercultural personality, that is, the ability to participate in a direct and mediated dialogue of cultures. This is possible under the condition of mastering foreign language tools by students, an important place among which belongs to grammar. So, learning grammar is one of the necessary conditions for the practical acquisition of a foreign language. In my opinion, it is the communicative-cognitive approach that creates conditions for improving the quality of students' knowledge in teaching English grammar.

Communicative approach to teaching foreign languages is an approach aimed at developing students' semantic perception, understanding of foreign speech and mastering linguistic material for constructing speech expressions as a result of interaction of participants in communication, and aims to teach free orientation in a foreign language environment [5].

Thus, in an English lesson, grammar teaching will be carried out effectively and more consciously when performing the following tasks. Consider two aspects of past tense in English (Past Simple, Past Continuous) in the following tasks:

- 1) You went for a trip to Thailand. Describe your trip. Use Past Simple of the verbs: to sunbathe, to swim, to go sightseeing, to meet new people etc.
- 2) Yesterday you were invited to your friend's house. Describe what you were doing. Use the Past Continuous.
- 3) Your friend appeared in soaked clothes. He told that he was walking in a pouring rain. Exploit the appropriate forms of the verbs: not to believe the weather forecast, to rain cats and dogs, to take an umbrella. Use the Past Simple/Continuous.

Thus, communicative teaching of English grammar contributes to the formation of “grammatical intuition”, i.e. skills in which language is used correctly in everyday life, without being distracted by the formulation of grammatical rules and the interpretation of grammatical phenomena. Within the framework of this approach, students begin to independently notice certain patterns, constructions, and analogues between the rules and their practical use.

But, despite the effectiveness of the communicative approach in teaching English grammar, we noted some difficulties in applying this approach. In the process of communicative learning, error correction is reduced to a minimum, since the most important and necessary condition is the realization of the communicative task assigned to the participants of communication, which, in our opinion, can lead to a superficial, in some cases, low level of knowledge and skills in grammar.

Therefore, we consider appropriate such a linguistic approach in teaching English grammar, which would allow building a learning process on a deeper understanding of grammatical phenomena and a conscious choice of grammatical form and structure. [3]

Cognitive approach can exclusively be as such an approach. According to E.S. Kubryakova cognitive linguistics deals with the study of all types of interaction and interrelations of language and mental processes that serve the purposes of processing incoming information from outside. When considering linguistic phenomena and forms within the framework of the cognitive approach, a correlation is established between cognitive structures and language units, the structures of knowledge representation are also studied, and the role of language in human cognitive activity, in the processes of conceptualization and categorization of human experience is explained.

Having studied the research of communicative and cognitive approaches in teaching grammar, we concluded that the integration of these approaches is advantageous and consider it expedient to apply the communicative-cognitive approach in practice in the process of learning English grammar, which is presented in the following table (Past Simple and Past Continuous):

Tense	Communicative approach	Cognitive approach	Communicative Cognitive approach
Past Simple	<i>Describe your summer trip to Thailand. Use Past Simple</i>	<i>What could you tell us using complete, finished actions or actions following one after another?</i>	<i>Describe a summer trip so that it would be clear it happened in last summer</i>
Past Continuous	<i>Explain what you were engaged with from 7 till 11 p.m. yesterday evening. Use Past Continuous</i>	<i>What could you tell us using actions in process?</i>	<i>Tell your friend about your actions so that it would be clear they were in process</i>

Another example of this approach:

Students are given a small text with examples for the new rule and are invited to study the examples in groups or with the whole class, to detect certain grammatical patterns in them and formulate a grammar rule with the help of the teacher. Students should be able to find out the language patterns by themselves, asking for help only when necessary. There is a study of the language; the rules are “mined” by students in the course of a focused, active perception of the material. To facilitate the task, especially at the early stage of using this technique, it is recommended to highlight or emphasize important words for understanding structure and form.

Mary was in her bedroom, when she saw a mouse in her bag. She left room and ran to look for her cat Tiger. She couldn't find him in the yard, but she found the cat sleeping under the kitchen table. She picked him up and ran back to her room. Mary put down Tiger on the floor. She waited outside the door. Tiger was scared of mice, so he ran away. [1]

Option “Learning Together”: each group is given cards with model proposals on the topic being studied, selected so that the first group identifies the main cases of time use - describes actions; the second - found pointers, words – assistants; the third - made a scheme of affirmative, negative and interrogative sentences. Thus, the table is filled; it turns out a ready-made rule for learning at home. In the next lesson, you can offer a variety of exercises, tasks to test the knowledge of each student on the subject under study.

The model text makes students (especially in elementary school) want to create their own product of creativity, in which they strive not only to apply the rule correctly, but also to express their feelings and emotions.

Write an answer to Tom Chester. Complete the sentence.

Dear Tom,

I am from \_\_\_\_\_

My birthday \_\_\_\_\_  
My favourite \_\_\_\_\_  
I can \_\_\_\_\_  
I like to \_\_\_\_\_  
Your pen friend, \_\_\_\_\_ [4]

When working on structures in Past Perfect, students can be invited to recall the most vivid impressions of their life and then express their feelings using the phrase: I had never (or always)... before.

Students love to play, so we try to use the game elements in any grammatical tasks. An example of a game for practicing common type questions is “Don’t say yes or no”, when the moderator of the game is asked general questions to which they should not give “Yes” and “No” answers. Role-playing games are used as well when learning grammar.

We also use creative grammar techniques: even seniors like working with songs. It relieves them from boring memorization. Repeated grammatical structure in the songs creates a sense of rhythm, so that grammatical structures are stored in the memory of students and easily memorized. In addition to information questions: who, what, when, where, how..., to which students are in no hurry to answer, fearing to be mistaken, there are also open-ended questions: [2]

- What do you think about...?
- Why do you think...?
- Do you agree...?
- What is the most important...?
- How would you decide about...?

Such questions develop the creative thinking of schoolchildren, especially teenagers. The author offers three groups of tasks. The first group includes exercises, the purpose of which is the training of students in the preparation of interrogative sentences (emphasis is placed on the form). The second group consists of tasks, the purpose of which is to improve the communicative skills of students through questions, to stimulate communication in English. The third group consists of exercises that show how to effectively use questions when working with text.

As a result of the use of the communicative-cognitive approach in teaching grammar in English lessons, we concluded that the knowledge acquired by students through communicative-cognitive learning becomes part of their experience. It contributes to:

- better memorization and is an excellent means of motivating students;
- disclosure of comprehensive abilities of students; increasing the interest of children and enthusiasm for the subject;
- to teach students to be more confident;
- to teach students to try to use their knowledge in different situations;
- to improve the quality of students' knowledge, create conditions for the development of student autonomy.

### **Literature**

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