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SOCIO-COGNITIVE APPROACH TO ENGLISH LANGUAGE LEARNING

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Researchers working within the framework of this approach proceed from the idea that people have implicit theories of leadership (unspoken ideas), which act as cognitive abstractions that determine the process of perceiving leadership.

The problem of cognitive approach to teaching various types of speech activity and aspects of a foreign language has been studied in a number of dissertations, monographs, scientific and methodological articles and scientific reports (N.V. Bagramova, N.V. Baryshnikov, G.V. Elizarova, S.F. Shatilov, T.D. Shevchenko, A.V. Shchepilova, Yu.A. Sitnov, P.K. Babinskaya, I.V. Batsenko, M.G. Getz, etc.).

In order to determine whether a person is a leader, we use a number of cognitive processes (selective attention, coding strategies, memorization), which are controlled and guided by our subjective ideas about leadership and what qualities a leader should possess and how he should behave.

If we meet a person who corresponds to our ideas about the qualities of a leader, we involuntarily expect that the leadership qualities we have recorded will also manifest themselves in the corresponding leadership behavior. If a person's behavior meets our ideas of leadership, we expect that they also have the appropriate leadership qualities. At the same time, the perception of personal qualities as leadership and the assessment of behavior as leadership in different social groups may be different. To a certain extent, we are talking about the process of "labeling".

Among the reasons, we can note the lack of strong-willed qualities of the student, such as hard work, poor memory, as well as the lack of interest in learning a foreign language in general. The latter is not surprising, since among teachers there are quite often connoisseurs of classical methods of teaching foreign languages, which were popular in the last century. However, the XXI century with the introduction of new technologies and changes in the mental development of people does not accept the study of only grammatical rules and the translation of texts in our case from Russian into a foreign language. A foreign language lesson, which is conducted almost entirely in the native language, is not effective and not interesting. It all comes down to the fact that foreign words are used only when reading and translating sentences and/or texts.

Learning foreign languages is a long and difficult process that takes a lot of time and effort. Therefore, the teacher must use modern innovative and creative technologies to ensure that the process of learning a foreign language (which, by the way, also includes the study of the culture and history of the country of the language being studied) is not a transfer of knowledge. It is important to form students' understanding of the language system, to develop the ability to use this system in speech.

When learning a foreign language, a person goes from understanding its properties to its structure. In this case, it is worth talking about the leading socio-cognitive approach in teaching a foreign language.

Socio-cognitiveness – the ability to mentally perceive and process external information by a person. Therefore, knowledge is the result of a socio-cognitive process.

The task of the teacher is to create problematic situations for students so that they discover new knowledge independently (he does not transfer knowledge to students in a ready-made form and does not impose them), presents samples of a foreign language, offers socio-cognitive techniques, teaches

the student to apply certain strategies adequately to the task facing him. Thus, the language is built on the basis of socio-cognitive activity in the process of language practice in the learning environment through the interaction of the teacher, the student and his classmates. The process of learning a language takes on a research and experimental character.

Below are exercises aimed at developing lexical memory, creative thinking, the ability to deduce new words based on familiar word-forming models, the development of language guessing and forecasting.

Exercise for updating on familiar models.

Find the words from which the following nouns are formed, explain their meaning: a postman, a businessman, a sportsman, a policeman, a snowman.

An exercise to create a cognitive word.

Decipher the following abbreviations: UK, USA, CD, DJ.

Exercise for coding lexical material.

Interpret the following concepts from the cultural and social life of Great Britain: 5 o'clock tea, public schools, Easter Monday, a bank holiday.

An exercise on the assimilation of cultural components in the structure of the meaning of words.

What do you know about the following British companies: Cadbury, Rover, Bentley Motors, British Airways, Unilever.

Exercise for the development of lexical creativity.

Make an associogram on the topic "Films".

Exercise for predicting words and phrases.

Read the headlines of the articles and tell us what they may be about.

In practice, the socio-cognitive approach means that the teacher must ensure that students pass certain stages of the cognitive process: the

−analysis of existing knowledge;

−observation of the new;

−setting a new task;

−putting forward a hypothesis;

−consolidation of new knowledge with the help of the strategies available to the student;

−experimental use of new knowledge.

A sociocognitive approach to teaching a foreign language is extremely necessary. In addition to the mental, it also contributes to the spiritual and social development of the student. Since this approach is based on the socio-cognitive skills acquired during the acquisition of the native language by students, this significantly accelerates the process of mastering a foreign language with three hours a week allocated for learning a foreign language in a comprehensive school, and ultimately leads to the creation of a situation of success in learning.

The leading role in the formation of the synthesis of communicative and cognitive approaches is played by the communicative principle. It is thanks to him, as well as to the humanistic personality-oriented approach in general, that pedagogy has become aware of the need to pay attention to the psychological and psycholinguistic problems of students. This led to a turn in the direction of the student, a revision of the role of the teacher and the student. The communicative approach, in principle, encourages creativity. The student is in a situation where he is forced to take the initiative, actively seek means to acquire knowledge. A student trained according to the principles of the communicative approach will never be a passive recipient of knowledge already formulated by someone else, prepared for transmission. The combination of pedagogical humanistic and methodological communicative principles in the field of language teaching led to the formulation of the thesis about the communicative-cognitive approach as the leading approach in teaching a foreign language [5, p. 42].

In our work, we present 3 sets of exercises, each of which reveals and works out a certain conceptual metaphor. The conceptual metaphors were selected according to the topics that are most frequent and present in most textbooks; thus, our developments can be used as part of different training programs without being linked to a specific textbook. These are the topics of 'Food' (Ideas are Food, Cognition and Learning are Eating, Understanding is Tasting or Digesting); 'Health' (Health and Life are Up, Sickness and Death are Down, Problems and Troubles are Illnesses, Solving problems is Treatment) and 'Crimes' (Being guilty is Being Dirty, Being Innocent is Being Clean).

We conducted an experiment with the use of the developed block of exercises in order to test the effectiveness of its use in the process of teaching English vocabulary to high school students. The aim of the experiment was to form students' lexical skills within the framework of the studied topics.

The experiment consisted of three stages:

1. The ascertaining stage in order to assess the students' communicative competence in the lexical aspect.

2. The formative stage, the purpose of which was to expand students' knowledge of the use of metaphorical samples of the English language, to improve lexical skills.

3. Control stage to check the level of formation during the formative stage of the communicative competence and evaluate the effectiveness of the proposed system of exercises by comparing the results of the ascertaining and control stages of the experiment.

At the ascertaining stage, students were asked to complete a written task in which they had to write the meaning of the selected words and formulate a general conceptual metaphor.

After completing the task, we evaluated the students' work according to the following criteria:

5-the metaphorical meaning of most (12-15) words was correctly determined and a general conceptual metaphor was formulated;

4 – the metaphorical meaning of more than half (7-11) of the words is correctly defined, the general conceptual metaphor is not formulated or is formulated incorrectly;

3-the metaphorical meaning of some (1-6) words is correctly determined, the general conceptual metaphor is not formulated;

2-the wrong metaphorical interpretation of the words is given, the general conceptual metaphor is not formulated;

1-the task is not completed.

According to the results of the task, 2 students (12.5%) achieved a high level, 10 (62.5%) were at an average level and 4 (25%) at a low level.

The formative stage was conducted in 10 training sessions. At each lesson, students performed the exercises developed by us on the topic, which were aimed at the formation and development of lexical skills and abilities of students in the light of the metaphorical nature of the studied vocabulary.

At the control stage, students were given a task to fill in the missing words in the sentences, covering all three topics covered. According to the level of difficulty, the task corresponded to the task that was performed during the ascertaining stage of the experiment. It was also necessary to make 3 proper sentences, using words in their direct and figurative meanings. The evaluation criteria remained the same.

After analyzing the results, it became clear that the level of students in the experimental group became higher: 1 student (12.5%) remained at a low level, 1 student (12.5%) at an average level, 6 people (75%) reached a high level.

The results of the final academic performance and quality of training of students are as follows:

Group I (control) – academic performance: 100%, quality of training: 50%; Group II (experimental) – academic performance: 100%, quality of training: 87.5%.

Hence, we can conclude that the excess of the level of formation of communicative competence in the lexical aspect on the studied topics in the second (experimental) group compared to the first (control) was 37.5%, which indicates the effectiveness of the experimental activity (diagram).
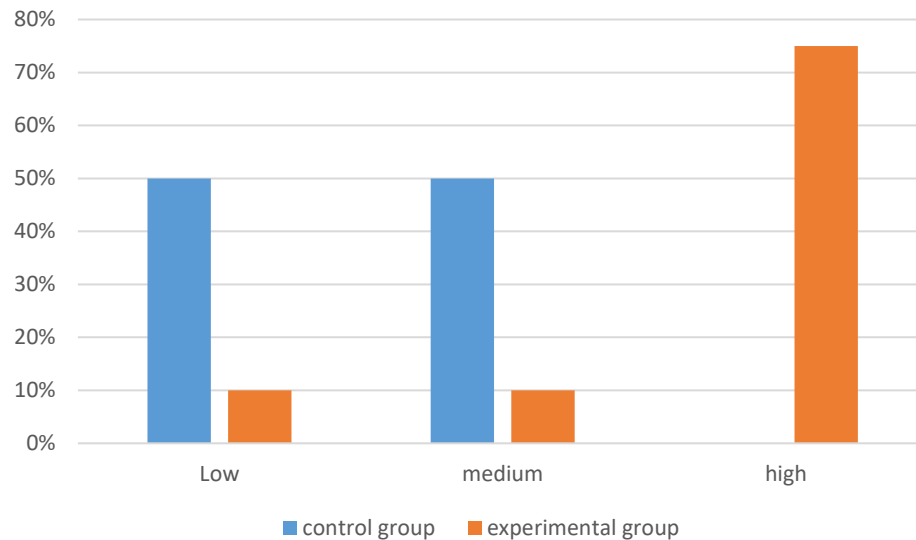
Figure 1. Learning outcomes in the control and experimental groups

During the experiment, we were able to test and confirm our hypothesis in practice. The set of exercises developed by us on the application of the provisions of the theory of conceptual metaphor in the process of mastering foreign language vocabulary creates prospects for further work, as evidenced by the results obtained during the experimental test.

Literature

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