

Cognitive Activity in the Development of Linguistic Competence of Future English Language Teachers

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ABSTRACT

The article discusses the issue of cognitive activity in the development of linguistic competence of future English language teachers. Pedagogical literature analysis, study of specific features of language teaching and practical experience of teaching provide grounds for emphasizing that the introduction of neurodidactic methods helps in the formation of linguistic competence in classes.

INTRODUCTION. The work on the fundamental improvement of the education system in our country, the creation of a solid organizational and legal mechanism for the development of the worthy successors of our tomorrow is gaining momentum today. The pace of world development requires a new approach to the educational process, as well as the implementation of innovative technologies, as in all areas. Accordingly, raising the modern generation to be physically healthy, intellectually developed, independent-thinking, with a firm life position, loyal to the motherland, deepening democratic reforms and increasing their social activity in the process of civil society development are considered important tasks.

Consequently, the development of every state and society is inextricably linked with the maturity, aspiration, and enthusiasm of the young generation. In this sense, in our country, the investments directed to the social sphere, including the reforms of the education system, from the state budget are constantly increasing, training highly qualified personnel within the framework of laws and state programs in the field of education, ensuring the effective integration of science and production, and educating young people in the spirit of national and universal values are urgent. successful completion of tasks deserves special recognition. Education is a key factor in reforming society and turning it into a society that is more open to the outside world and oriented toward new technologies and knowledge. It determines and determines not only the development perspective of the society, but also the individual activities of each person.

ANALYSIS OF LITERATURE ON THE SUBJECT. The analysis of scientific literature, in particular, modern approaches to teaching English, shows that "linguistic competence" is a term that "refers to a set of language knowledge, skills and abilities that allow the implementation of speech activity in accordance with the language norms learned in activities in various fields" [1, p. 27].

Linguistic scientist, doctor of philological sciences N.Ulukov believes that linguistic competence consists of the following:

be able to express one's opinion in English fluently, clearly, clearly and succinctly;

speaking in literary language;

be able to write without spelling, sign and stylistic errors [2, p. 27].

Despite many works focused on the concept of "linguistic competence", this phenomenon is still not sufficiently studied in modern pedagogy, especially since the problem of formation of linguistic competence with the help of neurodidactic exercises in classes has not yet been solved [3, 4].

According to N. Chomsky, this term refers to the ability to understand and create linguistically correct sentences using learned language signs and their connection rules" [1, p. 21].

It should be noted that N. Chomsky's followers Yu. D. Apresyan and O.S. Kubryakova prefers the term "language competence" to "linguistic competence" in her works. Scientists design it not only by object, but also by subject, that is, the concept of "language competence" includes the concept of "speech competence" [5, p. 21].

ANALYSIS AND RESULTS. In pedagogy, activity is considered as the most important feature, the ability to change the surrounding reality according to personal needs, views, and goals. As a characteristic of a person, activity is manifested in intense activity, work, education, social life, various types of creativity, games, etc. It should be noted that in the sciences of pedagogy and psychology, the concept of "activity" is used to define the following phenomena:

specific, unique activity of a person;

the opposite of passivity (this is not always the case - real activity, and sometimes only readiness for activity);

an event opposite to initiative or reactivity (the action of the subject is not thoughtless, but is involved internally).

Pedagogical literature analysis, study of specific features of language teaching and practical experience of teaching provide grounds for emphasizing that the introduction of neurodidactic methods helps in the formation of linguistic competence in classes. These methods encourage students to be more active in classes, help to ensure positive motivation, stimulate learning and cognitive activity, contribute to better learning, help students to imagine situations of practical use of knowledge, and help to fight against psychological obstacles (for example, fear of speaking, mistakes fear of doing, reluctance to work in a certain team, etc.).

Scientists R. Kane and J. Kane "our brain works according to the principle of neural networks, that is, received information, impressions, images are received and processed, after which new structures or impulses are created" and connect with existing structures. With the frequent repetition of certain structures, patterns, the brain classifies this pattern as important," he says [6, p. 24].

So, based on the above-mentioned authors, we can conclude that in order to better master knowledge, it is not necessary to "present" ready-made rules for memorization to students, but to give students the opportunity to independently create certain rules based on a large number of examples and their analysis.

In order to fulfill these needs in the educational process, we consider it appropriate to refer to the foundations of neurodidactics. Neurodidactics refers to neuropedagogy, which in turn is based on the classical principles of pedagogy, psychology, neuroscience, cybernetics and reflects a person-oriented approach to education.

One of the conditions of neurodidactic exercises is activity. It is worth noting that priority is given to performing mental exercises using elements of the physical component.

In his research, the scientist O.L. Podlinyaev stated that tactile sensations, physiological activity, images of objects, etc. help students and students master the material better [7, p. 22].

In lessons, such principles can be implemented interactively. Such exercises include the famous "Running Dictation". The teacher hangs 2-3 copies of the small text on the wall or on the blackboard.

Texts should be placed at the same distance from conditional beginnings, so that students cannot read from their places. Students are divided into mini-groups, a "partner secretary", that is, a writing student, and a "running partner" - a dictating student are chosen. The "running partner" reads and memorizes part of the text, then runs to the "secretary partner" and tells him the text as memorized. This happens several times, students can switch roles.

After the text is completely recorded, it is compared with the original. During this exercise, it was noted that the activity and teamwork in the class increased. In addition, it should be noted that this exercise helps to train memory, pronunciation, understanding of oral speech and helps to overcome the "fear" of using a foreign language in practice.

If we turn to methodological literature in the field of youth psychology, we can talk about the importance of tactile sensations in educational activities. It is known that babies learn about the world through touch. This tendency remains even in adulthood, so (if the subject of the lesson and the teacher's capabilities contribute to this) vocabulary practice is effective. It is appropriate to combine tactile perception (sensations are formed as a result of the effect of mechanical stimuli on the surface of the skin) with the description of the visual properties of the object. If it is not possible to provide this type of learning activity visually, it can be replaced by the use of pictures or videos that describe the topic or its features or are aimed at predicting and interpreting words. This includes the use of interactive whiteboards, various computer games or language learning applications.

All these tools help to diversify the lessons, they interest students, help to express their thoughts, improve the ability of critical thinking, speech, their use allows you to feel the results of your work.

One of the interesting and effective exercises is "Writing history together".

Rules of the game: Students write a story together. Each student is given a sheet of paper. The teacher suggests the first line of the story, students write the first line and add it themselves. Then all students pass their sheets to the neighbor on the right. These students write the third line and fold the paper so that only the last line is visible.

Then again everyone passes the sheet to the neighbor on the right, this happens several times. Lines must be added, taking into account the context of the previous line. At the end, students read their stories and decide which ones are the most interesting.

The teacher interprets the stories and corrects the mistakes. This exercise helps develop speaking and writing skills, develops students' creative abilities, and increases interest in academic subjects. Similar results can be achieved by doing the "continue the story" exercise. Tasks can be done orally and in writing. Exercise develops coherent speech, creative skills and improves critical thinking skills.

"Role-playing" also gives positive results of the learning process.

When performing such tasks, students try to demonstrate their knowledge and skills as much as possible, their motivation increases, the effect of competition appears, teamwork and critical speech skills improve.

The exercises are varied, which helps to maintain interest in the subject of the lesson and at the same time work effectively on the material.

Thus, the teacher can check not only the knowledge of lexical and grammatical components, but also the extent to which students have understood the text.

Usually, the task is carried out in several stages:

Stage 1. Acquaintance with the situation, its features.

Stage 2. Highlight the main problem (or problems).

Stage 3. Suggest concepts or topics for brainstorming.

Step 4. Analysis of work results.

Step 5. Case-solving is the suggestion of one or more options for a sequence of actions.

Such tasks are a good platform for developing teamwork skills. It is appropriate to use the method when students have the basic principles necessary to solve the problem.

The teacher should control the situation, create a friendly atmosphere where each participant can express himself. If the teacher notices passivity in the discussion, he should be a member of the team for a while and demonstrate the progress of the task by his example.

Discussing ways to solve the proposed problem not only helps students to learn the language, but also to acquire the necessary skills for their future life. In order to solve such problems, we consider it appropriate to include the latest advances in neuroscience in the educational process.

CONCLUSION. Neurodidactic methods help activate cognitive activity, provide skills necessary for modern society: interpretation of results, formation of linguistic, communicative and professional competences, develop critical thinking and the scope of interpersonal communication.

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