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Impacts Of Language Learning On The Development Of Cognition

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ABSTRACT

The basic theoretical goal of cognitive psychology is to describe the information processing mechanism during human action. The driving role of concept and situational role of textbook in language education is the further development of learners' intelligence for the purpose of developing learners' competency in language use. This study discusses cognitive psychology-based foreign language learning and instruction.

KEYWORDS

Cognitive Psychology; Foreign Language Learning; Teaching.

INTRODUCTION

Cognitive psychology emerged in the twentieth century and eventually became a major field of study in western psychology. It is the psychological process of a human in the cognition of a specific thing, which explains human psychological reaction activity and language performance in the cognitive process through modification, acquisition, processing, and information storage methods with memory, language, attention, and other senior

psychological reactions as the psychological research object and content. People nowadays respond to various knowledge in the cognitive process through information transfer, human perception, and thing comprehension methods, i.e., cognitive psychology is primarily concerned with the study of human psychological mechanisms and the input and output of human psychological information. The basic concept of psychology is the act of

analyzing and speculating about human psychological processes and phenomena.

Because cognitive psychology is based on the development of language and current information processing methods, and language is a dominated and confined system symbol, the language learning technique should be learned during the learning process. Learning, according to relevant experts in cognitive psychology, is actually the organization of information by cognitive behavior, which then continuously understands and processes the acquired information; knowledge, on the other hand, refers to the integration of psychological experience, psychological structure, and knowledge through the use of objective things and interaction in the teaching process. According to the relevant researchers, psychological cognition entails learning linked fields' information and then evaluating and converting that knowledge. Others believe that learning is the process of forming a cognition of the structure of external things, which is then fragmented and integrated into a new knowledge structure system. As a result, the organic integration of language teaching and psychology in language teaching may make language instruction successful and scientific. The impact of cognitive psychology on learners' intelligence is typically emphasized in Language education, and learners' Language level is nurtured by strengthening their comprehension and application of language rules.

MAIN PART

Influence of cognitive psychology on teaching foreign languages

It is necessary to perform in-depth practice and learning on the basis of mastering language rules and understanding language, to place learners at the center of Language teaching,

and to correct and analyze incorrect understanding in cognitive Language teaching. Because cognitive psychology is similar to cognitive thinking and is an expression of cognitive psychology thinking, it is mostly represented in the following contents in practical Language teaching: It emphasizes the importance of behavior in the human cognitive system: By examining foreign vocabulary, pronunciation, and syntax, the structure of a foreign language may be acquired and comprehended, and it is possible to progress in situational growth by employing language competence. The use of sentence form may be used to practice language; the importance of learning activity is stressed in the cognition of Language psychology theory.

Narrative instruction is usually separated into three levels in language instruction. The first stage is classical student teaching, which focuses on literary structure and theory; the second stage is post-classical narrative teaching, which emphasizes situational factors in teaching; and the third stage is cross-medium and narrative theorization, which integrates multiple developing disciplines. The process of cognition of a thing, which is the knowledge of the object's natural occurrence, is referred to as the narrative development. However, the teaching approach that combines Language teaching and narrative teaching incorporates numerous teaching principles and ideas: it is the narration of the entire Language teaching process, which displays the Language classroom scenario in a narrative manner. The ability of learners to listen, talk, remember, and express themselves is improved, and their learning initiative is sparked by requiring them to engage in story instruction. Multiple Language teaching approaches are enhanced, supplemented, and perfected. The fundamental goal of narrative language teaching is to portray the instructional behavior between learners and

teachers, as well as to perform narrative management, knowledge and information monitoring.

The major objective of developing the socialist teaching technique in language teaching is to apply current education psychology theory in language teaching. The following contents are included in the construction of socialist Language: learners can acquire Language knowledge and skills; learners can interact with society and better cooperate with others; cognitive theory has a significant impact on learners' entire learning process, including their learning environment and content. Students' learning is also determined by their knowledge building. The use of experience to guide the teaching process can help to create a positive learning atmosphere and environment for students.

According to cognitive psychology, the situational models of some textbook materials are presented to students in a procedural manner, and students are required to selectively pay attention to the features of various situations, which can help them not only better perceive and understand the textbook, but also pay more attention to learners' situational features, i.e. process. According to cognitive learning theory, the greatest approach for learners to construct the vital importance of knowledge gained is to allow them to experience, feel, and practice in a realistic society, Because learners may get learning experiences directly through practical application in real life, gain additional learning experiences through continuous practice, and better integrate, master, and thoroughly comprehend the knowledge gained through practice. If students just listen to the teacher explain their experiences, the educational consequences are not evident. In terms of teaching, the goal of this study is to encourage students to actively create knowledge

structures in their minds rather than recall what the instructor teaches them mechanically, in order to improve teaching strategies and enhance teacher development.

The basic principles of cognitive psychology show that in addition to data processing, information processing requires concept drive. Students' learning, according to contemporary American psychologists, is primarily acceptance learning, and the acquisition of new knowledge is primarily dependent on the interaction of old knowledge and concepts in the current cognitive structure, as well as the addition of new knowledge to the original cognitive structure. The contact with new knowledge is immediately added to cognitive structure, which not only determines if a new learning capacity is generated, but also ensures the migration of new knowledge in the new environment. When it comes to learning, there are primarily two types of learning methods: comprehension learning and mechanical learning, which is also known as cognitive learning. This technique of learning may effectively comprehend the relationship between learning rules and the idea of knowledge acquired. According to psychology, the comprehension learning approach is a more successful learning strategy since it allows students to master the relevant facts they have acquired.

The cognitive technique used in the teaching process differs owing to individual differences, which may be classified into two categories: field independence and field dependency. People who use a field independent cognitive approach will use reference data as the processing foundation in their cognitive activity. This type of individual is self-sufficient and capable of reorganizing the information supplied in the event of internal or situational demands, that is, reorganizing symbolic and perceptual images to make it consistent with

the current job. People that use a field-dependent cognitive approach will use external reference as the foundation for information processing in the cognitive process, i.e., they will look at what symbolic imagery is. This type of individual has a low self-esteem, and negative reinforcement will definitely diminish the learning benefit of a language course.

CONCLUSION

Learners' educational learning is primarily focused on allowing them to apply what they've learnt in a new setting with flexibility. According to studies, learning with a specific meaning is built on prior knowledge. The characteristics of the original cognitive structure are the key elements that influence learning in the meaningful learning process. In Language instruction, for example, the instructor should use the textbook's situational elements as a starting point, construct teaching circumstances utilizing more intuitive teaching techniques and instruments, and give perceptual experiences. The creation of teaching situations can not only effectively improve students' learning interest and make the entire teaching process more communicative and situational, but it can also create a good Language teaching environment for learners, improve learners' Language use, and enhance the Language teaching effects and process, all of which contribute to better Language teaching quality. Furthermore, it can provide learners with the cognitive foundation for learning the subject.

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