FEATURES OF USING ACOGNITIVE APPROACH TO THE FORMATION OF LEXICAL SKILLS IN TEACHING A FOREIGN LANGUAGE IN SECONDARY SCHOOL

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Abstract: *Active participation of students in the language learning process, understanding and attention to language phenomena, as well as an individual approach to each student, taking into account his cognitive characteristics and needs. features of using cognitive approaches in the formation of lexical skills in teaching foreign languages are described.*

Key words: *cognition, lexical skills, conceptualization, communicative communication, contextual learning, cognitive linguistics.*

Cognitive linguistics is a branch of linguistics that studies the problems of the relationship between language and consciousness, the role of language in conceptualizing and categorizing the world, in cognitive processes and generalizing human experience, the relationship with individual cognitive abilities of a person, and the forms of language and their interaction.

Categorization refers to the process of organizing acquired knowledge, that is, the distribution of new knowledge under certain headings that exist in a person's mind, often defined by the categories of the person's native language. Conceptualization is the process of identifying a set of cognitive properties (including categorical) of some phenomenon of the real or imaginary world, which allow a person to have a somewhat defined concept and idea about this phenomenon, to remember it and fill it with new information, and to distinguish it from other phenomena. Lexical skills are knowledge, skills and abilities related to a person's vocabulary and the ability to use words correctly and effectively. collection. These skills play an important role in the process of understanding and expressing language and include:

1. Vocabulary development: Knowing words used in different topics and contexts.

2. Knowledge of synonyms and antonyms: Correct use of words that express the same meaning or have opposite meanings.

3. To understand the meaning of words: to be able to distinguish between basic and figurative meanings in the dictionary.

4. Understanding phraseological units: Correct interpretation and use of phrases, proverbs and idioms.

5. Using words in context: The ability to use words in a meaningful and stylistically appropriate situation.

6. Knowing the rules of word formation: the ability to use prefixes, suffixes and other grammatical tools to form new words. To develop lexical skills, read a lot, learn new words and put them into practice is important. At the same time, it is recommended to constantly work with the dictionary and use techniques for memorizing words.Through communicative exercises, speech activity nets are taught to be used in the same way as in the native language. These exercises are basic educational exercises. They are aimed at the formation and development of communicative skills. Conditional communicative exercises - help students practice the language material by imitating conditional, natural communication. Preparation of non-communicative exercises related to speech situations non-exercises may be included. Most of such exercises are not connected with speech situations and speech continent. Forms of language learning are the outlook of philosophical school students, involve them in social life, give them the most perfect means of cognitive activity. Language learning develops the mind, it should be ahead of other academic subjects, if possible - early, mainly - aimed at mastering practical, speech skills: speech perception (oral and written), speech and writing - expressing thoughts orally and in writing. Foreign language teaching method - teacher and student who ensure the achievement of practical, general educational, educational and developmental goals of foreign language teaching is a complex of activities.Innovative technology is the methods of improving the acquisition of knowledge through the use of factors that increase the effectiveness of education, the design and implementation of various pedagogical processes. requires the use of interactive methods. Interactive methods are based on the activity of each learner participating in the educational process, free and independent thinking. When using these methods, learning becomes an interesting activity. becomes. When interactive methods are used, the skills and competence of independent work develop. Today, the interest in using interactive methods, innovative technologies, pedagogical technologies in the educational process is increasing day by day, one of the reasons for this is In modern education, the student teaches students to search for, analyze and conclude the necessary issues that are taught to acquire ready-made knowledge. The teacher in this process performs the function of management and direction, education is directed to the benefit of pupils and students. Experiences in the field of education show that new pedagogical technologies, their use in their place, improve the quality of the current educational process It is recognized as a necessary method for bringing to the next stage. The implementation of linguistic research from the perspective of cognitive linguistics and the transition to a new stage of analysis will solve the problems of mixed language learning in the next period. allows you to view it in perspective.Linguist V. G. Gak notes that "until now, some facts of different stages of languages were compared and certain generalizations were made on the basis of the collected material. However, despite the fact that the objects of comparison, different level categories have been studied at one level or another, In the linguistic literature, not enough attention was paid to the identification of universal types of similarities and differences between languages it became possible to carry out research

A functional-cognitive approach and a functional-semantic analysis are used in the comparison of languages, the reason for which is that the uniqueness or commonality of languages is evident as a result of the interplay of world and thought processes on the one hand, and universality and ideo-ethnic situations in the framework of language categories on the other hand. It seems. A cognitive approach that allows us to imagine the process of human movement as a dynamic phenomenon and can express this dynamic state linguistically is very important and necessary. In matters of education and upbringing taking into account the specific mental characteristics of the child gives the teacher the opportunity to use pedagogical methods and tools that match the requirements and capabilities of the child's age. Here, it is necessary to take into account the individual differences between children, the level of their cognitive development and the characteristics of psychological activity.Cognitive development is characterized by the reflection of something in the child's mind and how this reflection occurs. The introduction of innovations into the continuous education system is methodological and pedagogical in solving the tasks of forming cognitive competencies in students along with knowledge, skills and abilities. - indicates the need for psychological analysis. This requirement emphasizes the need to identify the didactic factors of integrating modern approaches to the educational process, to improve the methodological system by integrating multimedia teaching tools, pedagogical technology, electronic learning environment.

The development of electronic means of education based on modern approaches requires an understanding of the pedagogical and psychological foundations of production, the requirements and structural composition of information resources, the content of multimedia electronic educational resources, the methodology of their use, and their importance in the formation of cognitive competencies of students.[2] In addition to the didactic requirements for the creation of electronic educational resources for their integration into the educational content, educational materials and training manuals suitable for modern approaches were also defined.Methodological support for the formation of cognitive competencies at various stages of modern technologies helps to create virtual laboratories and educational video conferences, to increase the information culture of teachers and to develop students' skills in working with educational tools.) direct formation of competencies, understanding and interpretation of objects, events and processes related to the subject, recognizing and explaining them, observing and conducting experiments, teaching methods (lessons, extracurricular activities, extracurricular activities) includes organizing. Comparing competence-based education with traditional teaching methods, effective results can be achieved by implementing competence-based education. One of the most important tasks of education in modern education is the development of students' competencies. Nowadays, the goal of education is not only the process of acquiring and accumulating knowledge, but also the mastery of activities, i.e., the realization of the skills of practical use of knowledge. Competence represents the ability to apply elements of knowledge and skills in various situations.This approach not only strengthens the practical, professional direction of education, but also

sets high requirements for the level of development of the future specialist. Intellectual and cognitive development of future specialists is currently becoming one of the most urgent tasks of higher education. The reason for this is that, firstly, one of the decisive factors of economic development is the intellectual product, and the main form of ownership is the intellectual and cognitive component. It is the intelligence and knowledge of a person, his qualifications, that determines the development of production and science, the place of the state in the international community in many ways. holds This approach is aimed at developing the student's thinking activity in language learning, understanding information and being able to use it independently. Below are the theoretical foundations of the cognitive approach:

Cognitivism in the field of psychology and pedagogy: it is a scientific trend that developed in the 20th century and emphasizes human mental activity in understanding the learning process. The cognitive approach relies on the following main processes in learning a foreign language:

Attracting and holding attention: Understanding vocabulary items and using them in context.

Memory: Storing vocabulary and grammar units in long-term memory.

Analysis and Synthesis: Understanding the meanings of words and phrases, analyzing them contextually, and applying them to new situations.

Problem Solving: Students solve cognitive problems by independently learning new language rules or lexical items.

4. Cognitive model in language learning

Information coding model: It is based on the processes of input, processing and output of information. Cognitive maps: Placement and connection of knowledge in the mental imagination of the student.

Contextual learning: Effective acquisition of language units by applying them in different situations and contexts.

5. Advantages of cognitive approach

Students develop independent thinking and analysis skills. Provides deep understanding and logical connection when learning lexical units. Allows knowledge to be stored in long-term memory. Theoretical basis of cognitive approach to students' intellectual activity in language learning helps to activate, develop their creative and analytical skills. Therefore, the use of this approach in the formation of lexical skills significantly increases the effectiveness of education. In order to improve the development of the cognitive-pragmatic competence of future elementary school teachers, it is necessary to understand the cognitive theory in them, to apply it appropriately in their speech. and to make them think about it, to understand the pragmatic aspect of linguistic levels, to organize educational activities based on modern, innovative methods, to teach students during the lesson to listen and analyze subjective opinions and logical and critical conclusions based on educational material, to develop the ability to generalize and summarize them, to provide cognition based on the content of pragmatic phenomena and

signs in the language, and to provide communicative qualities of speech consists of developing tasks according to the tasks. Primary school reading lessons mainly include poems, parables, fairy tales, stories, legends, proverbs and riddles, popular scientific works are studied. Naturally, each of them is created in its own form, style and content. That is why it is necessary to study the works of each genre in a unique way. In this case, the appropriate use of innovative methods, didactic materials and multimedia tools has a positive effect on the meaningful and interesting course of the lesson. Increasing cognitive and pragmatic competence in a complex systematic analysis, critically studying related theories. expressing a logical attitude, vividly reflecting its characteristics in the skills of oral and written speech, focusing on the individual and freedom of thought in the communication process, determining the conditions of communication, its possibilities consists of learning. The description of the cognitive-pragmatic competence development model and its components require a structural connection in the relationship between the speech recipient and the interlocutor. Lexical skills play an important role in learning a foreign language, because vocabulary is essential for full understanding of the language and communication. is the basis of doing. The following are recommendations for increasing the effectiveness of the formation of lexical skills:

1. Using the contextual learning method

Instead of memorizing words individually, teach them to use them in sentences or stories. Encourage students to understand the meaning of words through context. Use synonyms, antonyms, and phraseology analysis when working with texts.

2. Introduction of interactive methods

Games and competitions: use word-finding, synonym and antonym games, crossword puzzles to increase vocabulary. teaching to use lexical units by working in a group.

3. Use of visual and auditory materials

Visual materials: Teaching new words through pictures, infographics and videos. Auditory materials: Developing understanding of lexical units in pronunciation and context using audio texts and dialogues. Mind-map method: Associative linking of words and visual representation consolidation in memory through imagery.

4. Development of vocabulary on topics.

Systematization of vocabulary by topics (for example, "family", "education", "nature"). Formation of key words and related phrases within the topic.

5. Development of tasks that increase student activity

Independent tasks: Ask students to create texts with new words. Vocabulary assessment: Develop lexical tests and tasks that measure vocabulary. Creative tasks: Encourage students to write stories, describe characters.

6. Using a cognitive approach. Encourage students to search and analyze when searching for the meaning of words. Use methods that provide repetition of words to store knowledge in long-term memory. teach to use learned words independently in different contexts.

Conclusion. The formation of lexical skills in teaching a foreign language in secondary school is an important part of the educational process. The cognitive approach stands out as an effective approach in this process, as it increases students' ability to activate thinking, analyze information and apply it independently. Based on the characteristics of the cognitive approach presented in this article, the following conclusions can be drawn: The cognitive approach directs students to a deeper acquisition of knowledge by logically linking words, contextual analysis, and problem solving.

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