
INSTRUCTION FOR CREATING HIGHLY MOTIVATED ENVIRONMENT ON THE BASES OF COMMUNICATIVE-COGNITIVE APPROACH

Bakhtijon Isroilova*

*PhD Student,

Uzbekistan State World Languages University,

Tashkent, UZBEKISTAN

Email id: isroilovabaxtijon@gmail.com

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ABSTRACT

This article analyzes the core of creating motivated environment on the bases of communicative-cognitive approach and suggests main recommendations to foreign language teaching process. It gives important instructions for having highly motivated environment in English lessons.

KEYWORDS: *Scientific Attempt, Interactive Learning, Suggestopedy, Encouragement, Pragmatic Competence.*

INTRODUCTION

As all know, the result of any kind of scientific attempt is sized by the number of outcomes which can be used in future scientific researches too. It should consist of instructions as well. The following are the special ones for creating highly motivated environment on the bases of communicative-cognitive approach. [1]

1. Intensification tendency includes the followings:

Total Physical Response (TPR) is the combination in the teaching method of speech and action. The total physical response approach to second language learning. Modern Language Journal. The method combined verbal rehearsal with motor activities.

The Silent Way was based on the premise that the teacher should be silent as much as possible in the classroom, while the learners will produce more language. A typical feature of the Silent Way is the use of color charts and rods as memorable images and signals to help in verbal responses. The proposition underlying this method of instruction was that learning is facilitated if the learners discover or create even with the minimal language rather than rehearse and remember. [2]

Suggestopedy aimed at optimizing learning by music and rhythm, authoritative teacher's behavior and "infantilisations" of learners, physical and psychological relaxation. The focus was on the memorization processes, which as claimed by the authors accelerated 25 times over conventional learning.

Another example of exploiting resources of human psyche in teaching languages is neuro-linguistic programming (NLP). NLP is shaping one's inner world through re-evaluating one's experience and using the power of the word. It aims at opening up one's inner resources as a way towards accelerated learning. [3]

Exploratory task As we analyzed, Communicative-cognitive language teaching is based on a number of typical features of the communication process .

Language learning is understood as learning to communicate through communication. The emphasis is put on the meaningful and motivated use of language by the people who communicate in order to achieve a certain goal. Language for learning is derived from communicative

experience in a variety of real world situations.

Fluency is put over accuracy. Interactive learning is encouraged as the way towards acquiring communication skills. The learners are taught “negotiating the meaning” (working towards better understanding each other), and “using communication strategies” (e.g. circumlocution). [4]

On the bases of this task we may see one of the useful techniques of communicative-cognitive method which is always valuable for learners.

What features of communicative-cognitive teaching can you detect in the following activities?

Activities	Features
1. Find the differences between the pictures that you and your partner has without looking at these pictures and only by asking questions	
2. Role play a job interview, in which you want the job as soon as possible while the manager is taking time and is hoping to find a better candidate	
3. Agree or disagree with the given statements by marking them as “true”, “false” or “debatable” and give reasons for every answer	
4. Each of you have heard only a little bit of the announcement at the airport. Put your bits of knowledge together to know what you need.	
5. Hold an opinion poll in the group by asking everybody questions and report the results (every learner has a set of their own questions)	

Match the following tasks the methods

Tasks	Methods
1. Listen to the tape and react to questions in the pauses provided	A. Grammartranslation
2. Find the ways to translate the sentences in your native language	B. Audio-lingual
3. Prepare a group presentation and show it to the class	C. Natural
4. Listen to the conversation and dramatize it	D. Communicative

Any method can be described as "result-oriented" or "process-oriented" with some teaching methods occupying an intermediate position. A result-oriented method advocates the idea of a final goal with the emphasis on its speediest achievement and the obligatory equal results achieved by all the learners. A process-oriented method focuses on the teaching/learning procedure with the individual pace of learning and the final results varying according to individual learner differences. [5]

Form-focused methods concentrate teachers' and learners' attention on the grammar forms of the

target language. Form-defocused methods focus on speech patterns rather than on grammar structures.

Besides, the following one also can be used successfully in practicing communicative-cognitive method.

Communicative-cognitive approach is used differently indifferent teaching cultures. “Teaching culture” is the collective teaching experience, beliefs and practices, which are typical of a certain community or society. [6]

Communicative-cognitive approach is not universally relevant for different teaching cultures. The learners can question the effectiveness of the lesson during which they practice communication but do not learn anything concrete. “What have we learned during this lesson of incessant talk?”, is a typical question asked by the learners in Asian communities.

In Japan languages are taught in the typically teacher-fronted and teacher-centered classrooms. A typical lesson consists of the teacher's checking the learner's sentence by sentence translations of a text. Chinese students can be unwilling to ask questions during a communicative lesson because students they do not want to interrupt other students or the teacher, it is better to ask after the lesson etc. [7]

A lesson of English in Russia often includes homework check up, presentation of the new material and reinforcement of the new material. The teacher, who signals when a particular learner is invited to speak, will regulate learners' participation in the lesson.

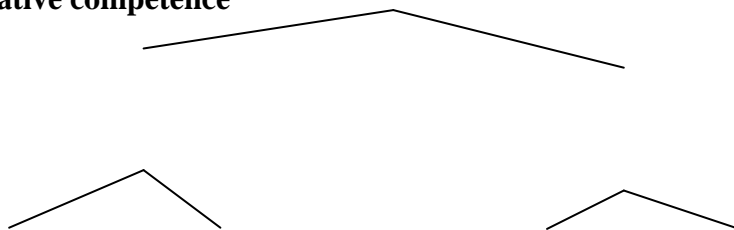
Given below are the features of the BANA (British, Australian and North-American) teaching culture. What is to be found in your local teaching culture? (it’s also significant task-based question for foreign language teachers)

BANA teaching culture	Local teaching culture
1. Learner-centered	
2. Learner-autonomy	
3. Focus on the “whole language”	
4. Critical thinking	
5. Inductive teaching	

Warming up discussion is another type of the methods which are successfully used for realizing the outcomes of communicative-cognitive method.

Brain-storm the concept of “communicative competence” i.e. the knowledge and skills a learner needs for successful communication and draw a “tree diagram” of this concept. By the help of this analysis we may reveal the process. [8]

Communicative competence



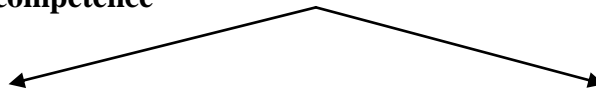
The idea of communicative competence started to develop with the construct of "linguistic competence". Linguistic competence is understood as innate knowledge of language Linguistic

competence is only part of what is needed for communication.

Communicative-cognitive competence encompasses the knowledge of how to use the language in the real world, without which the rules of grammar would be useless. Communicative-cognitive competence can be described as including grammar competence (knowledge of grammar rules, lexis and phonetics), pragmatic competence (knowledge of how to express a message), strategic competence (knowledge of how to express a message in a variety of circumstances), social-cultural competence (knowledge of social etiquette, national mind-set and values etc.)

Communicative-cognitive competence breaks down into the two major components of the knowledge: knowledge of the language and knowledge of how to achieve the goal of communication

Communicative competence



Knowledge of the language

Knowledge of how to use the language

Competence is not the same as ability. In order to be able to communicate, people need psycho-physiological mechanisms, i.e. communicative skills. Communication is the process of interpersonal interaction and requires the knowledge of social conventions, i.e. the knowledge of rules about proper ways to communicate with people.

In accordance with the social conventions, participants in communication perform communicative functions (to socialize, to inform, to persuade, to elicit information, to manipulate behavior and opinions, to perform rituals, communicative roles (leader, informer, witness, participant, catalyst, entertainer etc). In order to perform these functions a speaker needs more than just the knowledge of the language.

The following suggested method is also the realization of Communicative-cognitive method.

Give examples of the knowledge you need for successful communication in a number of recent situations:

Knowledge for communication		
Rules of etiquette	Spoken language	Grammar and vocabulary

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