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**КОГНИТИВТІ-ЛИНГВОМӘДЕТТАНУ ЖИНАҚТАМАСЫН ҚҰРАСТЫРУ ӘДІСТЕМЕСІ**

**Түйін:** Бұл мақалада шет тілі бойынша когнитивті - лингвомәдениеттану жинақтамасын құру принциптері қарастырылады.

**Тірек сөздер:** тәсіл, когнитивті-лингвомәдениеттану кешені, коммуникативтік құзыреттілік

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**METHODOLOGY OF CREATING A COGNITIVE-LINGUOCULTURALOGICAL COMPLEX**

**Abstract:** This article will consider the principles of compiling a cognitive - linguistic -cultural complex in a foreign language.

**Keywords:** approach, cognitive-linguistic-cultural complex, communicative competence

The cognitive-linguioculturalogical complex should take into account current trends in foreign language teaching, which means that the new-generation cognitive-linguistic-cultural complex should differ from the previous one in its new methodological system, goals, structure, content, teaching and control methods.

The competence-based approach in foreign language teaching is a synthesis of all forms of competences, combining language knowledge and practical language activities. The need for the competence approach to foreign language teaching is emphasized by many language teachers. The competence approach solves the contradiction existing in linguodidactics between fragmented learning of language knowledge and the need for interconnected teaching of speech activities, integrated formation of communicative competence.

According to Bim I.L., a methodological system is understood as an individual interpretation of the teaching system at the macro-approach level, embodied in a sign form - in the form of theoretical works, textbooks, educational and methodological complexes - and reflecting a certain concept determined by social and historical factors, the level of science development, the personal properties of its authors [1].

At this level of consideration, the object of analysis is a particular methodological system, which in modern foreign language teaching methodology has different names: "communicative method", "communicative-cognitive method", "communicative-oriented teaching", "intercultural-communicative teaching". Given this abundance of terms, we have settled on the term communicative-cognitive method of teaching a foreign language, which represents more in communicative-oriented teaching.

One of the first characteristics of communicative-oriented teaching was given by Quinn, who considered it in terms of the significance of teaching, choice of language means, attitude towards language, style of language used, success criteria of teaching, meaningful speech activities, role of teacher and student, attitude towards mistakes in teaching, degree of similarity with natural language learning process.

According to Quinn, the purpose of communicative-oriented teaching is to teach students to communicate in a real-life situation. In communicative learning, the process of communication is the most important thing, so the selection of language material is based on those linguistic phenomena that the learner needs to perform communicative actions. The sequence in which language items are presented is determined by communication needs, with an emphasis on content, meaning and interest of the learners [2].

The learning of a linear progression of language is contrasted with the use of language structures in any sequence that the learner needs for oral and written communication, the variety of language forms is seen as a series of communicative contexts. Since communicative learning also uses the language of everyday communication (spoken style), students' oral communication (speaking and listening) is as important as reading and writing.

Accepting as a whole the points outlined above, we consider it necessary to supplement this characterization by considering the modern method as a higher level of communicative-oriented learning in terms of the main categories of learning: purpose, content, principles, means and techniques of learning (see table 1).

Table 1. Characteristics of modern foreign language education

|  |  |
| --- | --- |
| Categories of learning | Characteristics of the FL education method |
| Aim: | To develop students' intercultural communication skills |
| Content: | Selection of linguistic and speech material on a functional basis, formation of communicative competence (linguistic, sociolinguistic, pragmatic). |
| Techniques: | Interactive, imitating real communication situations |
| Tools: | The main means of learning: textbook/CLC, auxiliary means: teaching aids (CD ROMs), Internet.  |
| Hierarchy of principles: | - the principle of communicative orientation;- the cognitive principle;- the principle of functionality; - the principle of authenticity;- the socio-cultural principle;- the principle of situativity;- the principle of life-oriented learning;- the principle of collective interaction;- the principle of person-centered learning;- the principle of integration and differentiation;- the principle of novelty. |

As can be seen from Table 3, the aim of modern learning is **intercultural communication**. This goal can be achieved through the formation of communicative competence, the components of which are *linguistic, sociolinguistic and pragmatic competence*.

In modern teaching, speaking in a foreign language is a goal and a means of learning, as the whole learning process consists of continuous communication.

As far as listening is concerned, the modern approach to teaching listening involves repeatedly presenting a text with different levels of comprehension, which forms the ability of students to perceive speech by ear.

Reading instruction has traditionally been based on *academic texts and texts of fiction*, mainly classical literature. Adapted and non-authentic texts were allowed to be used along with authentic texts. In modern teaching, only authentic texts of different genres are used for reading: at levels 1 and 2, the advantage is given to small journalistic texts; at later levels, students read fiction, modern and classical literature, as well as popular science and science.

In modern writing instruction, you'll start with a postcard, a personal letter, an essay and an academic article. Teaching writing involves developing students' skills in writing all kinds of writing that takes place in real written communication.

In terms of content, modern teaching selects linguistic and speech material on a functional basis, treats texts as examples of oral and written speech or as sources of information, they form the basis of pragmatic competence.

The formation of sociolinguistic competence as a component ensuring intercultural communication plays an important role in modern teaching: *knowledge of the rules of polite communication, possession of linguistic markers of social relations and communication registers* helps to overcome stereotypes and prevent misunderstanding between representatives of different cultures.

Thus, the above mentioned allows us to conclude that the content of modern teaching does not abandon what was the basis for traditional teaching (formation of linguistic competence), but develops it and brings it to a qualitatively new level while changing the main goal of teaching.

The system of techniques in modern teaching is distinguished by the fact that it predominantly uses interaction, in which *"the processes of speech generation and perception overlap"* [6].

The main purpose of foreign language teaching is to provide students with the communicative skills needed to communicate in situations of cultural dialogue. In this regard, the aim is to ensure, through CLC, fluency in a foreign language in different situations of speech communication in accordance with international standards, to expand the socio-cultural outlook of students, to develop their intellect and creative abilities. The above is ensured by the **principle of communicative orientation** of teaching. According to E.I. Passov [7], communicative orientation implies a speech orientation of the learning process, which is not so much that a *"practical speech goal"* is pursued, as that the way to this goal is the very practical use of language. Practical speech orientation is not only a goal, but also a means, where both are dialectically interdependent.

Modern learning is impossible without the implementation of the **cognitive principle** [6]. This principle means that practical communication training will be more successful the more the peculiarities of students' speech-thought activity are embodied in the learning process.

Human cognitive processes are analytico-synthetic. They include operations of comparison and differentiation. It is no coincidence that in modern foreign textbooks on foreign languages there are more and more frequent tasks of the type ***"comparison exercises"*** for which it is necessary to identify similarities and differences in texts, images, as well as in words and phrases.

Modern learning is inextricably linked to the **concept of functionality** [7,8]. This concept means that any speech unit, any linguistic form performs any speech function in the process of communication. Otherwise, speech impact would not be possible. In other words, functionality is the most essential feature of any speech unit used in communication. The requirement of *authenticity* [5, 9, 10,11] is essential in characterizing modern teaching as a methodological approach; in this context, the concept of "authenticity" implies a rational, i.e. methodologically justified use of authentic materials (phonograms of dialogues, extracts from newspapers, magazines, film fragments, TV broadcasts, etc.) that give the learning situations the necessary authenticity.

In our case, this function is **"thematic-textual unity"** (TTU) - D.N. Kulibayeva [13]. If we take "thematic-textual unity" (TTU) as such a content unit, which is a content-functional thematic association of the training material, the core of which is foreign texts, which contextually implement the main communicative purpose of this TTU, then in content modeling the procedural content side is organically included as an extension of the system-cognitive function of the subject aspect of content (TTU) and serves as the basis for forming intercultural communicative competence (see fig. 1).

Comprehensive tasks: problems, collection of typical situations, creative essays, etc.

**TTU** is presented in comprehensive spheres and comprehensive topics

Sphere

Topic

Situations

Sub-topics

**CLC**

Fig. 1 The set of components of the cognito-linguoculturological complexes

The formation of communicative skills or sub-competences is ensured by the inclusion of **TTUs** as core unities in **"content-based communicative complexes"** or “**communicative complexes”** (CC). Communicative complexes are a system of management of communicative skills and competences formation within certain communication spheres, namely communication spheres, specific for this sphere set of topics, typical communication situations, metalanguage linguistic material, foreign texts of different compositional and speech forms (description, characterization, specification, narration, etc.), speech genres (interview, discourse, presentation, press conference, etc.).

The **socio-cultural principle** provides for teaching the foreign language in the context of the dialogue of cultures and civilizations and the study of the national and cultural characteristics of the country of the studied language and the behavior of native speakers at the intercultural level. It helps to optimize the process of communication with representatives of different cultures, since ignorance or inadequate adherence to norms of verbal or non-verbal behavior can create real difficulties in communication [12].

One of the most important principles of communicative language teaching is the **principle of situativity** [14,15]. According to this principle, student exercises have a situational basis and reinforce students' motivation to speak, read, listen or write in a foreign language. Typical are "Imagine" type tasks that take students into imaginary situational circumstances. This allows them to communicate "at home", in a "shop", at a "post office", at a "train station box office", on a "street", etc. Situationism should become a usual feature of a modern foreign language lesson. When the wording of the task starts with the words "You are so-and-so", etc., students' attention is directed to the content side of the task, i.e., they look for linguistic and verbal means to perform the task.

The **principle of life-oriented learning** is important for organizing and stimulating students' work. The choice of topics and methods of work and the nature of tasks in accordance with this principle reflects students' life experience. Textbooks increasingly include training sections on how to meet people, start a conversation, stay at a hotel, do the shopping, talk on the phone, rent a car, go to the doctor, use the bank, get a job, have lunch at a café, invite guests, write a greeting card, a business note, a letter of complaint or a claim, etc. Teaching assignments also have a practical orientation[15].

Theprinciple of life-oriented learning is inseparable from the **principle of collective interaction** [14, 15]. According to this principle, students work in pairs, small subgroups or the whole group while solving a common, collective speech task. This principle also means creating a special, trusting relationship between students, mutual help and support, which is necessary for real communication. In order to implement it, it is important to develop appropriate communicative and socio-psychological skills that are important for communication in different circumstances.

The principle of **person-centered learning** [3] ensures that all properties of the student as an individual are taken into account: his abilities, his skills to carry out speech and learning activities and, mainly, his personal qualities. It is no exaggeration to say that for modern learning individualization is the main real means of creating motivation and activity. The involvement of students in speech-intensive activities depends to a large extent on how personality-oriented the process of language acquisition is.

The **principle of integration** implies the acquisition of aspects of language in speech activities [4]. Communicative exercises based on the principle of integration guide students' speech activities. With the integrative approach communicative training exercises should ensure repeated repetition of the language material and take into account the content and semantic side of the text.

The **principle of differentiation** implies that communicative tasks have the form of situations or problematic questions, they may be both oral and written. Tasks should be differentiated according to their objectives: within oral speech (listening, speaking) and written speech (reading, writing), within speaking - teaching speaking and listening, within speaking teaching monological and dialogic speech, in each of the above-mentioned forms of prepared and unprepared speech, within reading - teaching reading aloud and reading-aloud, in teaching reading-aloud-all types of reading;

In modern FLE instruction, the **principle of novelty** is treated somewhat differently [15]. According to Rogova, the principle of novelty characterizes modern instruction. The process of communication is characterized by a constant change in the subject of conversation, circumstances, conditions, tasks, etc. In order to be adequate to this or that situation, the speaker cannot ignore the novelty of all components of communication. There is no doubt that it is possible to prepare students for the heuristic nature of communication, to develop their ability to respond adequately, only through a constant change of all these components. The principle of novelty will ensure flexibility of speech skills, without which their transfer is unthinkable. Novelty ensures the necessary development of a speech skill, in particular its dynamism (methodologically unprepared speech), the ability to paraphrase (productive quality), the combination mechanism, the initiative of the utterance, the pace of speech and especially the strategy and tactics of the speaker.

Thus, the characteristics of modern learning carried out in this paragraph allow us to formulate the main points of modern learning at the present stage, which are as follows: the aim of modern learning is the formation of intercultural communication skills.

The content of modern education is language and speech material, selected on the functional basis as well as linguistic, sociolinguistic and pragmatic competence, which are considered as components of communicative competence, providing intercultural communication; the main tool in modern education is training and methodological complex, providing real communication in the learning process. The following principles take the leading position in modern education:

- the principle of communicative orientation of foreign language teaching, which implies the practical use of language at the level of intercultural communication;

- the cognitive principle in teaching a foreign language, which involves activation of students' speech and thinking activity;

- the principle of functionality in the selection and organization of teaching material according to which teaching is organized only on the basis of authentic materials, which allows to satisfy communicative, cultural and other needs of students, stimulates their motivation for the study of the subject;

- the socio-cultural principle that provides teaching of the foreign language in the context of the dialogue of cultures and civilizations;

- the situational principle which ensures real interactive communication between students;

- the principle of collective interaction, which ensures overcoming the language barrier through collective problem-solving;

- the principle of person-centered learning, which ensures that all the characteristics of the learner as an individual are taken into account;

- the principle of differentiation and integration, which ensures the interrelated teaching of speaking, reading, listening and writing;

- the principle of novelty, which ensures the dynamism of communicative skills in accordance with the context, the situation of communication.

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