

COGNITIVE MODEL OF DEVELOPING BICULTURAL PERSONALITY IN THE ENGLISH CLASSROOMS

Ulugbek Absalomov Erkinboy*

*Students of Fergana State University, Uzbekistan

Rustamxoja Ismailova Zilolakhon*

**Students at Fergana State University, Uzbekistan

Email: erkinboy.absalomov@bk.ru

Abstract

Cognitive approaches to learning are essentials for making the classes interactive and output oriented. This article discusses the problem of forming a bilingual personality in English classes in the process of modern civilization, the formation of a cognitive personality, linguistic and cognitive consciousness in the individual. Learning a language is a matter of practice.

Keywords: Cognitive, linguistic, personality, model, bicultural, interest, acquaints, tragic consequences, characteristic feature, and poetic comedy.

INTRODUCTION

It is impossible to learn a foreign language without learning the culture in which it is formed. However, incompatible elements of cultures of different periods and peoples often have functional commonalities, which allows them to realize the specific characteristics of cultures.

The main task of training specialists in the field of intercultural competence is to form the basis of linguistic and cognitive (cognitive) consciousness of a foreign cultural linguist. Intercultural communication is seen as a process of verbal and nonverbal communication between speakers of different cultures and languages (Karaulov,1987).

The training of future professionals is based on the identification of structural features that lead to the functional integration of the cultures being taught; language code, understanding and perception of the world, the formation of national characteristics, customs, norms of daily communication. cognition and linguistic intuition help prevent the possibility of communicative failure and misunderstandings and are the basis for shaping cross-cultural interactions. Effective communication helps us to understand a person or situation and enables us to resolve differences, build trust and respect, and create environments where creative ideas, problem-solving, affection, and caring can flourish (Mishra,&Mishra,2020).The formation of a multicultural personality that can combine the systematic knowledge of two cultures is the ability to understand foreign language activity from a foreign linguistic socio-cultural position to a new qualitative level of creative professional activity.

Mankind has been interested in the problems of knowledge and understanding since ancient times. Research on where and how human knowledge and experience are stored has identified the subject area of the modern interdisciplinary approach to the study of knowledge - cognitive science (Elmurodova,2020).

Cognitive orientation focuses on the acquisition of knowledge and focuses on the problems of acquiring, processing, storing, and using knowledge. These problems apply to all situations that characterize the use of knowledge in human behavior and, most importantly,

in the process of thinking and communication. Cognitive science deals with information about the world, the complex phenomena of humanity, the understanding of the world, and the organization of human cognitive abilities, such as brain languages, memory, and reflection in the perceived person.

Cognitive linguistics is one of the fields of study of linguistics. The transition of society results in the freedom of the slaves (Manshi & Mishra 2020). The emergence of cognitive linguistics is associated with the names of J. Lakoff and H. Thompson. The main direction of cognitive linguistics is the system of signs, which plays a role in the presentation (coding) and transformation of information - as a general mechanism of cognition of language, as a means of cognition [2, 53]. Language is “ considered as the primary means of identifying, processing, and transmitting knowledge, and functions as a specific system of different sets of knowledge” (Elmurodova,1995)

The cognitive approach to language is explained by the organization of a conceptual system that includes the analysis of linguistic facts in their relation. In this case, language structures are considered through the prism of a person’s general knowledge of the world, his or her experience of interaction with the environment, and his or her close relationship to psychological, communicative, and cultural factors. Linguistic analysis should take into account not only such linguistic behaviors from the point of view of proponents of cognitive linguistics, but also the mental processes that determine appropriate behaviors. However, in addition to the dynamics of speech, great emphasis is placed on identifying, describing, and explaining the internal cognitive structure that is fundamental to the speaker and listener [3] .

AN Shamov sees the use of a cognitive approach in the methodology of teaching a foreign language in the creation of a knowledge model of information processing, which is fully consistent with the cognitive activity of students and teaching tasks in the field of foreign languages. The author considers the cognitive approach to be “ a systemic didactic object of methodological significance for methodological science, the use of which provides an activating and developing function of education based on the implementation of the laws of cognitive activity” .

In developing a multicultural personality in English classes, Y.N. Karaulov refers to a linguist as "a set of linguistic abilities, skills, multi-layered and multi-component, on the one hand, the readiness to perform speech movements of varying degrees of complexity, classified by type of speech activity." (rifladi. speaking, listening, writing, etc.) (reading), and secondly - the level of language, ie phonetics, grammar and vocabulary.

I.I. Khaleeva the concept of a “ bilingual cognitive personality, ” argues that when teaching a foreign language, students should see the differences between a foreign language and native material not only verbally, but most importantly, at the linguo-cognitive level. Changes based on verbal persuasion, affective status and modeling behavior can lead to significant changes and redefine the status of women (Mishra,2018). Only in this case, taking into account the national specific system of worldview and realizing that almost any text has a national-cultural color, students will be able to adequately understand and rewrite the textual material originally intended for native speakers of language and culture. will be able to work. This requires the "gradual elimination of what is called alienation" ... in the minds of learners, by transferring it to the category of a secondary but "foreign" language, a "foreign" culture ... The second language is "o ' By transferring to the status of planetary” we ... perform the task of shaping the intercultural connection between the two cultures, a cognitive individual who can enter the “ spirit” of the language being studied, the body” of the culture [Elmurodova,2020].

Cognitive aspects in foreign language teaching have their own characteristics. A foreign language learner and teacher stems from the recognition of the dual nature of cognitive nature, as opposed to cognitive science, which is generally concerned with the process of knowing and processing information by man and regardless of a particular language. a person. On the one hand, a person's cognitive abilities are compared in different languages. On the other hand, in the cognitive aspect, all linguistic phenomena are viewed as specific layers of human experience, transmitting different knowledge about reality (Elmurodova,2020).

It follows that the cognitive experience of speakers of different languages (i.e., the experience of mastering the real world embodied in a particular linguistic and national community) is different and inconsistent. A person who begins to learn a foreign language, who is the mother tongue of a particular language, who has mastered the knowledge experience developed in his own national community, encounters the need to understand and master another conceptualization of the world, for which it is described in another, foreign language other cognitive experience. Natural language is a mechanism that connects ideas, that is, mental manifestations, with forms of expression, so the transition from one language to another in the process of speech activity is not only the transition of ideas from one linguistic system to another (in terms of external differences of languages) , can also be called the transition from one system of thought to another (Elmurodova,2020).

In conclusion, instead of a multicultural linguist, qualities such as language comprehension, description and evaluation of linguistic facts, semantic and syntactic relationships are of great importance. Its existence implies the correctness of the qualities manifested in the linguistic standardization of speech works, in stress, pronunciation, word choice, word formation in language, in understanding the acceptability and appropriateness of a particular word or speech cycle (Shamov,2005)

Linguistic creative activity of students who have mastered communicative activities in a foreign language implies the ability of two cultures to work freely with the linguistic means available in their speech, the ability to create their own works, the ability to express their linguistic "I", speech construction holds (Galperin,1969) At the same time, " without mastering the previous form of movement sufficiently, it is impossible to move to the next, higher; but over-assimilation corrects the movement in this form and becomes an obstacle in the transition to the next stage. Therefore, all intermediate forms of action are subject only to a certain degree of assimilation, free and correct execution, but are now assimilated without automation" (Xaleeva,1995) Therefore, in creating a model for the formation of a multicultural personality in English classes, it is expedient to base it on the principles of step-by-step, from simple to complex (Sultaniyazovich).

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