Issues of Implementation of Teaching Based on Cognitive Productions in English Classes

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Abstract: In this article, the issues of applying cognitive approaches to the formation of lexical skills of B1 students based on cognitive linguistic approaches and effective training techniques are analyzed. This article discusses the importance of the cognitive approach in the formation of the lexical skills of B1 students in the more perfect teaching of the English language today, the specific theoretical aspects of this approach in teaching, and the use of effective interactive methods in teaching them in practical training. Scientific information is presented about the enrichment of students' vocabulary, assignments, stages of formation of lexical skills, problems in teaching them with the help of special features and topics covered.

Keywords: approach, cognitive, principle, theory, visual vocabulary, prototype, polysemy, reading comprehension, factors, nonsense words, dictionary, method

After briefly discussing the origins of cognitive linguistics and different approaches to build the lexical skills of B1 students, it is time to consider the potential applications of cognitive linguistics in this field. Can the principles of cognitive linguistics be implemented in language teaching? What are the possibilities and limitations? These are the questions we need to consider now.

We know that there are many examples where a word can have multiple meanings and students may have difficulty using and understanding the word, even if they already know the basic meaning. Words often go beyond their original meaning, and in such cases, cognitive linguistics can help. We can apply the principles of cognitive linguistics to teach language learners the connections between the primary uses of words and their various non-primary uses. Ambiguity can be considered one of the areas where cognitive linguistics can be really useful. A similar situation can be observed in the teaching of prototypes. Thus, we can apply the prototype theory to understand the polysemy of words. In teaching English vocabulary, the teacher should teach his students that the meaning of the word is not fixed and unchanging, but using the human cognitive imagination, we can have several more interrelated categories based on prototypical meaning. Accordingly, the main question words have been developed. And they can be more useful than non-key words. Key words are words that are usually used to define other words. Students can benefit greatly from this. This is why they are listed in the dictionary, can save them from blindly memorizing each meaning. Instead, they are encouraged to study vocabulary in a more scientific way by making full use of the prototypical meaning of a given semantic meaning.

I have compiled a list of fun vocabulary teaching strategies to help B1 level students develop their vocabulary. These include direct and indirect instructions.

Encourage reading comprehension

Developing reading comprehension skills is critical to every student's academic success. A variety of teaching methods combined with consistent reading assignments should promote comprehension and vocabulary development. Here are some tips to help your students strengthen their reading comprehension skills: Read aloud. Ask students to take turns reading aloud to help them see and hear the words. They can learn how to pronounce words as they read. Give your students books that are appropriate for their grade level. Books should be easy enough for children to understand the meaning of the story, but challenging enough to expand their vocabulary.

Group discussion about the books they are reading.

Talking about books helps students remember and understand stories. Doing phonics is a fun way for kids to build vocabulary. Phonics helps students learn sounds and distinguish between letters that have the same sound as "s" and "th".

Use visuals and situations

Use meaningful exhibits in your classroom whenever possible. Flashcard tools like Vocabulary Cartoons help students connect words to fun cartoons using memory techniques. This program works well from elementary through high school. Use the following visual vocabulary teaching strategies with your students

Theoretical models of memory and perception suggest that representing vocabulary as pictures can be useful for learning. For example, dual coding theory (Paivio, 1986) proposes that verbal and nonverbal information are encoded and processed in two different ways, with different codes specific to modality. The addition of visual imagery can result in vocabulary being experienced in both linguistic and visual codes (as opposed to using language forms alone), increasing the likelihood of successful learning. Similarly, the working memory model (Baddeley & Hitch, 1974) postulates that information is received in auditory and visual channels, with auditory information processed in the phonological circuit and visual information processed (presented and manipulated) in the visuospatial sketchpad. emphasizes the theory. Providing an illustration of the word in addition to the verbal form can help students create a mental sketch, thereby facilitating visual/spatial as well as phonological processing. Given that domain-specific (ie, visual vs. verbal) mechanisms are generally accepted in working memory (Wen, 2016), the inclusion of pictorial representations of the target vocabulary seems beneficial for learning.

There are many ways to learn words and phrases and there are many factors affecting this process: personal feelings at the time; need to communicate; availability of a resource; context; language intuition and so on. Say that one of the most important factors for learning words is context and that you would like participants to explore it.[1]

Activity 1 Nonsense words

Objective: to introduce the role of context in vocabulary learning

Time: 25 min

Materials: handout 1, board/whiteboard, markers

►Procedure:

☺ (2 min) Tell participants that they are going to read a text that contains a few

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[1]Alqahtani, (2015).The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, III(3), pp. 21 - 34.

'nonsense' words, (i.e. words which do not exist) the meaning of which they will have to guess on their own. Ask participants to read the text individually and write down the nonsense words and their possible meaning. Tell them to make a note about what helped them to guess the meaning of each word. Give out a copy of handout 1to each participant.

☺ (5 min) Write the following questions on the board:

~ What are the nonsense words?

~ What helped you to guess the meaning of each nonsense word?

Give participants about 5 minutes to complete the task individually. Say that there are six nonsense words in the text.[2]

☺☺☺ (5 min) Put participants in groups of four and ask them to compare their findings. Ask the following question:

Can you find the common answer to the questions written on the board?

Monitor the group discussion and check if participants are on the right track.

The nonsense words have the following equivalents:

fibbics– animals, creatures, beings;

quimmed– developed, sophisticated; pide – have;

frandid– active; vode – move, run; dinth – water.

Do not give any answers to participants yet.

☺☺☺ (5 min) Invite each group to explain the meaning of one word and answer the second question on the board.

☺ (5 min) Give short feedback on each answer. Clarify to what extent the immediate context was helpful; also background knowledge; knowledge of English grammar form sand syntax etc. Stress the connection between the meaning and the form of a word.

Activity 1, Handout 1, Find 'nonsense' words in the text and guess their meaning.

CATS!

Cats are the most highly specialized of the flesh-eating mammals. They are powerfully built **fibbics,** so well-coordinated that they almost always land on their feet when they fall or are dropped. The brain is large and highly quimmed. The most characteristic and specialized features are in the teeth and claws. All cats (except the cheetah) pide strong and sharp claws.[3]

Although most cats are night fibbics, a few are more frandid during the day, like the cheetah.

Typically solitary while hunting, a cat steals up on prey on padded feet and overwhelms it in a short, quick rush or leap. It can vode very fast in a short dash but is not built for sustained speed. Cats differ in their reaction to dinth: the lion and the leopard don't like to enter it (they can swim when they must). House cats do not dislike dinth but react negatively to being chilled with cold dinth.

A few tips for the discussion of the words:

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[2]RichardsJ.C., Rodgers Th.S. Approaches and Methods in Language Teaching. – NY.: Cambridge University Press, 2009. – 270 p.
[3]Adapted from *Encyclopaedia Britannica, 2001*

> fibbics – a broad definition of cats: 'cats are powerfully built fibbics';
>
> **-s** at the end suggests it is a noun in the plural form.
>
> quimmed– the passive form of a verb, used here as an adjective to characterize 'a large brain'. It also goes with 'highly'.
>
> pide– goes with 'claws' as in 'cats have claws'. (Compare the form with 'ride' and 'hide')
>
> frandid– the phrase 'a few are more frandid' suggests it is an adjective, and the sentence context that contrasts day and night activity of the cats enables us to guess its meaning. (Compare with 'candid' and 'stupid')
>
> vode – following 'can', it can only be a verb, and the words 'fast' and 'speed' suggest that it is a verb of motion.
>
> dinth– the meaning is not clear from the first sentence, but the phrase 'they can swim if they must' and the background knowledge about cats' reaction to water helps to guess its meaning.

☺ (2 min) Ask participants about the purpose of this activity. Elicit several random responses.

☺ (1 min) Conclude by saying that words convey a certain meaning in a context, not in isolation and that this has the following important implications for teaching vocabulary:[4]

Overdependence on translation of isolated words often makes students believe that in order to understand a text or fragment of speech they need to understand every word.

As a result, they tend to focus on form and not on meaning. Students often fail to realize that different languages work according to different principles;

Say that you would like to explore these implications by comparing vocabulary teaching activities.

Put participants in groups of four and distribute handout 2 to each teacher. Tell groups to compare two vocabulary-focused activities. Write the following questions on the board and ask participants to answer them:[5]

➢ ~ What is the focus of each of these tasks?

➢ ~ How is vocabulary treated in each task?

➢ ~ What skills are targeted in these tasks?

Activity 2, Handout 2

Task 1.Give the English equivalents for the following Russian/Uzbek words and use them in the sentences of your own:

Russian: стол, стул, вилка, дорога, стакан, компания, блестящий, грязный.

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[4]Berne, J. I. & Blachowicz, C. L. Z. (2008). What reading teachers say about vocabulary instruction: voices from the classroom. The Reading Teacher, 62 (4), pp. 314 - 323.

[5]Decarrico, J. S. (2001). Vocabulary Learning and Teaching. Celce-Murcia, M. (ed.). Teaching English as a Second or Foreign Language, pp. 285-299.

Uzbek**:** stol, stul, sanchqi, yo'l, stakan, guruh, yaltiroq, iflos

Task 2**.**Read the following figures, they'll show that the company performed absolutely brilliantly. "Huge profits and salaries are actually quite good. But I still have my doubts, gentlemen." Barry, who was sitting at the far end of a messy table impatiently tossing a text and find the words in the box or their derivatives in the text.

brilliant chair company fork glasses mess road table way

Arnold put on his glasses, looked at the table again and shook his head. 'If you examine these forks in his hands, rose from his chair with an audible noise. 'Look', he said, 'this is not the right way to do things. I have…' Arnold hit the table, two empty glasses fell on the floor, but only one broke into pieces. 'Who is in chair of the whole operation? You? Or maybe it's you, Cyril? Do you have another brilliant idea that could save us, Barry? If you don't like my company, you are free to go. But let me tell you just one thing, boys: there is no way you're going to mess with me, OK? Go now. If you want to, but remember: the road forks only after the bridge.'[6][AU]

Possible answers:

> Task 1 focuses on word-for-word translation of isolated words and does not take into account different meanings these words can have.
>
> Task 2 explores different meanings of each word from the box in literary context.
>
> Task 1 does not target any skills but simply tests the knowledge of one meaning of each Uzbek/Russian word.
>
> Task 2 targets reading skills and explores how vocabulary works in a context.

Ask a spokesperson from each group to share the answers. Accept all participants' views, and support them with questions if necessary. Say that you would like participants to develop some principles of teaching vocabulary based on the experience they gained in the session.

Activity 3 Some principles of teaching vocabulary

Objective: to provide some guidance on teaching vocabulary

Time: 15 min

Materials: handout 3, board and markers

►Procedure:

☺ (2 min) Tell participants that there are different ways of teaching vocabulary. However, some practices can be more effective than others if they follow certain principles.

☺ (8 min) Ask them to draw some principles of successful vocabulary teaching from the session. Write these principles on the board. Give your own example if necessary (e.g. vocabulary should be taught in context)

☺ (5 min) Distribute handout 3 Say that these principles will be worked upon in the second session on Teaching Vocabulary. Say that these principles are guidelines to be tried and

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[6] Pütz M., Sicola L. Cognitive Processing in Second Language Acquisition. – Amsterdam.: John Benjamins Publishing Co., 2010. – 375 p.

either accepted or rejected, not prescriptions to be followed blindly[7]. Encourage participants to experiment with these principles before they decide which ones they can accept and which not.

Some principles of teaching words

Some principles of teaching vocabulary Students should be encouraged to notice how certain words function in different contexts, preferably at the text or paragraph level. Words do not exist in isolation. Students' reliance on their first language in explaining the meaning of English words should be diplomatically avoided. Understanding the meaning of a particular word in context can often be hindered by literal translation. Therefore, if possible, they should use a monolingual (English-English) dictionary instead of a bilingual one. Students should be encouraged to guess the meaning of unknown words whenever possible and to independently infer the principles of using vocabulary in English. This develops their awareness of how words work in context. Spoon-feeding meanings usually doesn't help.

Task 3**.**Answer the following questions:

➢ What kind of text is this e.g. newspaper article, fiction, report? How do you know?

➢ Who do you think the characters are? What makes you think so?

➢ What have you noticed about the use of the words from the box?

Summary

Ask participants to remember the main stages of the session and to identify the focus of each stage. Ask them to formulate the objective of the session[8]. Remind them to consider the principles of vocabulary teaching laid out in handout 3 at home and bring it to the session.

Conclusion

The data in the article shows that cognitive linguistics methods can be very successful in teaching phrasal verbs. Here are two suggestions for teaching vocabulary and phraseology in English classes: We should use cognitive linguistic approaches in English language textbooks used in schools. This greatly increases the retention of lexical items, including collocations, phrasal words, and metaphors. Advocating cognitive linguistics approaches to teaching English teachers vocabulary and phraseology as an additional resource. In addition, lexical items, including collocations, idioms, and metaphors, have potential benefits for improving retention and thereby increasing students' overall motivation.

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