

Communicative and Cognitive Approach in Training English Lexis as Means of Educational Process Intensification

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Abstract

The urgent need to master a foreign language is caused by reality of modern world order. The modern technique of training a foreign language faces a set of the tasks and problems, which have arisen because of increasing interest in learning of a foreign language. The purpose of foreign language training at the present stage is not the system of language, but foreign-language speech activity, not only itself, but as means of cross-cultural interaction. The concept of modernization of Russian education in higher school provides changes in training structure, contents and the educational process training, considering students' interests, tendencies and abilities, creation of conditions for their training according to their professional interests.

Keywords: Language learning; Student; Education; Teaching; Innovation.



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1. Introduction

The innovation is introducing new elements (types, ways) into various human activities, which increase the effectiveness of this activity (Yusupova, 2010). The innovation in training foreign languages assumes such methods, such types of works, which would contribute to formation and development of students' communicative culture, a set of their practical foreign language skills. Now alongside with the communicative approach, registered in State standard, wide circulation and recognition is gained by cognitive (informative) approach in training different types of speech activity.

Some researchers define such approach by the term communicative and cognitive, and others call it cognitive and communicative. The importance and relevance of cognitive approach in training lexis at the present stage is explained by the fact that using this approach, language is adopted as the mind tool. The tie between communicative and informative approach is of particular importance now. It can be explained by the fact that there is a need in concentration of special attention on pupils' adequate idea of the system of language formation as a result (in this case lexical) and abilities to speech of different orientation activity as well Bim (2005).

2. Methodologies

The study on modern scientific approaches to foreign language training was conducted on numerous theoretical and methodological approaches. The main methodological approaches to training technologies of modernizations are Galskova (2003): System approach. Essence: rather independent components are considered as a set of interconnected components: the education purposes, subjects of pedagogical process - the teacher and the student, the content of education, methods, forms, and means of pedagogical process. The following research utilized: Culturological approach that basis: an axiology is the doctrine about values and valuable structure of the world. It is caused by objective communication of the person with culture as the system of values. And also this study takes advantage of Polysubject (dialogical) approach. This states that the essence of a person is richer, than his activity. The personality is a product and result of communication with people and the relations, its characteristic, i.e. not only the subject result of activity is important, but also, relational one. This fact of dialogical content of interior was considered in pedagogics obviously insufficiently though there can be found the reflection in proverbs (tell me who your friend is..., whom you will befriend with...). Tutor's task: to monitor relationship, to promote human relations, to support psychological climate in a group. Dialogical approach together with personal and activity one makes the essence of methodology of humanistic pedagogics (Mirolyubov, 1998). Personal approach recognizes the personality as a product of socio-historical development and as a culture-bearer and does not allow the leading of personality towards the disposition. Personality as purpose, subject, result and main criterion of efficiency of pedagogical process. Teacher's task: personality's conditions for self-development of inclinations and creative potential creation. Activity approach. Language activity is a basis, means and a condition of language competence development. Teacher's tasks: the choice and the arranging of student's activity from the position of the subject of work and

communication knower. It assumes understanding, goal-setting, activity planning, its organization, assessment of the results and introspection (reflection) (Selevko, 1998).

3. Results and Discussion

The theoretical analysis of modern scientific approaches to a foreign language training, their transformation takes place nowadays under the influence of researches in sciences, basic for a technique of a foreign language training. These include psychology and linguistics which main combination of the directions has defined the emergence of cognitive-communicative approach, inter-disciplinarity and diversity of its contents as the scientific term. Cognitive-communicative approach to a foreign language training can be considered as modification of cognitive approach with addition of his communicative component that makes necessary, first of all, the appeal to consideration of historical content formation of cognitive approach in a pedagogical way (Khovanskaya *et al.*, 2017). Communicative approach is a strategy, modeling communication, directed to creation of psychological and language readiness for communication, to conscious judgment of material and ways of using it and also awareness of requirements to statement efficiency (Khovanskaya *et al.*, 2017).. In our country there are some scientists dealing with the issues of communicative training. They are (Mezenika, 1993) and others. We think there is no alternative to a communicative technology among modern concepts of foreign-languages training for a number of reasons (Akhmetbekova and Auyesbayeva, 2018):

- Communicative approach is the mostly directed one to approximate educational process to real conditions of language functioning in inter-subject (dialogical mostly) or text mode;
- Communicative approach is adequate to the nature of a language in its cognitive and communicative essence;
- Communicative approach focused on the identity of the trainee allows creating a motivational background and developing necessary skills for a foreign language acquisition during rather short period of studies and for the further self-improvement assuming full or relative independence of the one speaking this language.

The link between communicative and informative approaches is of particular importance now. It is explained by concentration necessity of special attention to making pupils form adequate idea of a language system (in this case lexical) and abilities to speech actions of different orientation as well. Traditional work on the lexical side of speech at school still does not give positive results. Most of school students do not keep lexical information in quick and long-term memory. They have a low level of development of acoustical differential sensitivity that in many respects distorts the perception of words' sound images. A serious lack of training vocabulary should be considered inability of pupils to predict lexical material at creation own statements, at perception of this material in the speech of others, to mark out generalizing signs in lexical material necessary for storing; to associate verbal couples of thematically connected words; to code and decode vocabulary material correctly. As a result, many statements speech characteristics are lost. The pupils cannot reflect the required quantity of facts in their statement with the help of available lexical units; express their thoughts logically and competently; complicate the statements at the expense of familiar lexical and grammatical means; complete a statement with lexical units on the set subject; carry on lexical correction; request the missing words from a teacher or a communication partner (Fakhrutdinova *et al.*, 2013).

Communicative and cognitive approach in training vocabulary puts in the forefront the creation of a strong image of a foreign-language word that represents the way of the organization of pupils' language and speech experience. It is possible to allocate three stages of work with vocabulary in this approach. Conceptualization stage. The work on creation of a word cognitive image is carried out at this stage. A pupil feels the need for a word as a vocabulary item, the need for extensive and various information of a word as a future approximate basis for operation with it. The data received at this stage are of the huge value as only operating with them the pupil will be able to use new words competently, realizing at the same time all shades of its meaning. At this stage the way of somatization of lexical units is very important, for the correct formation of a concept depends on it. At younger levels it can be translation complemented with interpretation in the native language and a picture; on the senior - the definition in a foreign language supported with the image and examples of the use. Certain scientists consider that the main emphasis at this stage should be put on awareness of language features of a foreign word in comparison with native one.

Interiorization stage. It is the most important and responsible stage coming after creation of a word image and accumulation of a certain dose of information on it. As scientists say, students need as much support in their class activity as possible (Fakhrutdinova *et al.*, 2013). The essence of this stage consists in gradual development of ability to use new words, their storing and transfer to the level of long-term memory. The information obtained about the word is converted in a special way by the school student's consciousness and will be organized in the form of special associations. In this situation the category of image is a form and an instrument of all cognitive activity of the pupil. Training stage. At this point the trained word acquires associative links. The cognitive image of the word created earlier becomes stronger. It still accompanies language and speech activity of the pupil what leads to a process of crystallization when images of new words are formed accurately. The process of crystallization occurs at observance of certain conditions: existence of a high level motivation, positive language and speech experience, language awareness, combinatory abilities, creative approach in pupils' speech activity.

At a training stage the pupil has to learn to identify the word in someone else's speech, to use it in his own speech in an adequate and correct way for the solution of communicative tasks. Inner word operating is the main and basic condition of its proficiency. An important condition of lexical aspect of speech proficiency in a foreign language is the creation of branched system of a word communications. Such relations are formed due to the fact, that a complex of analytical actions is included into informative process. The examples of such actions are: a) classification; b) word distribution according to topics; c) categorization; d) argumentation; e) generalization; e)

conclusion of a word structure knowledge, meaning structure, the emergency of new word senses; g) specification of a lexical background on the basis of the context; h) expression of personal assessment and the relation to something told, read, heard. There is a special group of exercises to achieve the goals and tasks of mastering the vocabulary taking into account the requirements of communicative and cognitive approach. The purposes of these exercises are as follows: to create a cognitive image of a word; to create stable associative relations of a word with a situation, subject and other lexical units; to develop pupils' abilities to predict lexical material; to develop abilities to code lexical information in different ways; to develop lexical creativity; to update a cognitive image of a word for the purpose of speech intension expression; to develop ability to allocate a word meaning of a semain the structure of a word, connected with the culture of people, able to use such type of vocabulary. These are the examples of the exercises discussed.

1. Exercises on the development of lexical memory and creation of a word cognitive image:

Revise the words, which contain in the structure: ex.: withle, fle, k at, cy.

Call the words with the doubled letter transmitting a vowel: ex.: they are feed, feel, need....

Read the group of words, paying attention to their spelling. Write the meanings of the specified words: piece - peace, know - no, may - May.

Read the following reductions, decipher and write their full options: USA, UK, EU, USSR, St, etc. These exercises help pupils to correlate two images of a word: graphic and conceptual, by means of the tasks listed above the number of mistakes can be reduced considerably, having increased, thereby, literacy of a written language.

2. Exercises for creative thinking development: Make as many as possible verbal phrases with the following keywords and write them down:

A story - to tell, to create, to forget;

Difficulties - to overcome, to fight against, to cope with.

Choose the word in brackets, which can suit key verbs. Write down the phrases, make offers with them:

a) To observe (scenery, lesson, birthday, book, performance);

b) To choose (dress, lifestyle, nature, job, knowledge);

c) To fulfill (plan, scheme, an action, wish, task).

The exercises presented promote expansion of pupils' vocabulary by drawing up various combinations with a new word. They develop practical skill, but do not force students to learn theoretical data in large volumes most of which often are forgotten in a week.

3. Exercise on words and phrases forecasting ([Galskova, 2006](#)); ([Jafarnia, 2018](#)).

Choose suitable words from the right column to the specified words at the left:

No day without jet

No room without leg

No general without evening

No table without window

No car without soldiers

Look at a subject picture At the Station. Predict and write down phrases, which could be used in the description of this picture. Then listen to the micro text of the teacher, note the phrases used by the teacher. Make up your own micro text.

Read headings of some articles, tell what it can be about:

No light at night,

Moscow is getting bigger,

UST-what is it?.

These exercises are aimed at the development of a language skill, of a guess when pupils have to pass from particular to general. They should assume what is the talk about according to the name or the image. Such tasks have definite communicative focus as the experience gained in the result of their performance will be useful while communicating with native speakers. It is well-known that in the course of communication in the native language people hear about fifty percent from what is told and usually invent the rest information. For this reason, the exercises described above have to be used at the lessons from time to time. They can also be useful while preparing for various examinations including the USE where often there is not enough time for detailed reading of the text, etc.

4. Exercises on coding of lexical material:

Listen to the words on the topic, pick up the visual options given to them on the cards (cards with words are distributed to pupils).

Study the plan of the specified city attentively. Find cultural institutions there; make inscriptions in English so that it would be easier to find these buildings ([Villalobos, 2013](#)).

Such exercises contribute to the development of associative thinking and help pupils to learn to visualize this or that concept as well.

The process of visualization promotes the best storing of lexis and its correct use.

5. Exercises on development of lexical creativity:

Call lexical units by means of which it is possible to characterize the following concepts: a) the English traditions, b) holidays in Great Britain, c) United Kingdom. Write down all words to each of concepts.

Make an associogramm on the subject Motherland and think up the story on its basis. The exercises described above promote the best storing of lexis and they are directed to expansion of students' lexis, by creation of associative arrays and charts: having one word from an associative array, the student remembers his other components automatically.

6. Exercises on formation of a language picture of the world.

Read the set list of lexical units. Organize them in groups. Specify the signs on which these words are united in groups. Read words and tell which word is the odd one out in the specified row. Write down the sign on which the words are integrated: a) a shelf, a tape-recorder, an armchair, a bookcase; b) a dog, a pig, a puppy, a cat.

If in the previous group the exercise on acquaintance and lexis training was conducted according to the scheme from the general to the particular, here we observe the opposite process - from the particular to the general. Logical thinking, attention and deduction develop in the course of doing such types of exercises.

7. Exercise on assimilation of cultural components into word meaning structure.

Find pictures to the following sights of London: Trafalgar Square, St. Paul's Cathedral, Buckingham Palace, and Piccadilly Circus. Describe them, using familiar words from the lesson and using information from other subjects. What do you know about holidays in Great Britain? Tell about one of them. Doing exercises of this kind helps the students to get acquainted with the culture of the country of the learned language, using the studied vocabulary. These exercises help the teacher to estimate, how well the students have acquired the subject, they are necessary to students to increase motivation and to fix the material. Many teachers apply to this technique as its use in the educational process solves important didactic problems: students do not only acquire certain knowledge and skills but also act practically, what affects their emotional sphere that amplifies motivation.

4. Summaries

Thus, on the one hand, cognitive-communicative approach to training represents theoretical justification of a communicative technique in the process of teaching of foreign languages. It is the solution of such methodical problems as selection and consistent organization of language and speech material and the ways of its presentation and training considering communicative needs of pupils of certain age and educational conditions. On the other hand, from the cognitive positions, this approach provides conscious assimilation of the knowledge and data of the language, regional geographic, cultural and esthetic character satisfying and developing cognitive interests and inquiries of the formed identity of the pupil mastering a foreign language at minimum necessary level. The use of communicative approach in training a foreign language happening under different conditions naturally corrects the relation to these or those methodological points. In the conditions of mainly artificial environment of a foreign language acquisition, remoteness from the country of a learned language, relatively rare direct contacts with native speaker's special importance in the course of training is gained by the principle of systematic in training demanding an integrated approach to training in all types of speech activity. The idea of necessity of new techniques has found its reflection in the works of modern scientists, mentioned above and quite a lot of other ones (Kolesnikov, 2001); (Gubareva, 2006).

5. Conclusions

From considered above it is possible to draw a conclusion that a communicative- cognitive approach is effective when training a foreign language. Its main advantage is in the ways of semantization of lexical units, when a foreign-language word concept is formed instead of translating it. This approach provides strong memorization and full understanding of a lexical unit. The efficiency of the use of communicative approach in the course of training naturally depends, to large extent, on the external pedagogical conditions: individual readiness of students for speech activity, degree of their motivation, material equipment of the educational process, professional readiness of the teacher. Alongside with an internal condition of consecutive implementation of linguo-didactic requirements to realization of communicative approach in the process of teaching the creation of external conditions benefits the efficiency of a foreign language teaching as well.

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