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**COMMUNICATIVE PARADIGM AND ITS CHARACTERISTICS IN  
THEORETICAL STUDIES BY THE METHOD OF TEACHING  
ENGLISH**

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**Abstract:** Considering the fact that learning another language improves students' understanding and perception of the world, the general idea is to combine communicative and cognitive approaches and get an approach that includes both communication and cognition. The incentive and rationale for this is the changing educational realities in the world, which involve a shift from an emphasis on a teacher-oriented class to an emphasis on student-oriented classes and from a transmission oriented to the participation or development of constructivist knowledge.

**Key words:** communicative and cognitive approaches, educational realities, emphasis, student, class, development, knowledge.

In the teaching methodology, it is customary to distinguish the following principles that correspond to the intentions of teaching foreign languages, and also from the point of view of which the effectiveness of a particular approach to teaching foreign languages can be assessed:

- Functional or communicative language acquisition i.e. focused on the use of natural strategies for mastering the language in real communication;
- Conscious or analyzed mastery, that is, focus on understanding information and concepts. If it is possible to understand the relationships between concepts, break down information and reconstruct using logical

connections, then the attitude towards material and understanding will increase;

- Teachers pay a lot of attention to students' feelings and are aimed at finding ways to remove some barriers during language learning. The focus is on making students feel comfortable and calm down;
- Concentric mastery of the tongue. Pupils should not memorize all the educational material by heart, because part of the educational material is repeated, but with varying degrees of deepening, it is studied at several levels of education;
- Integrated mastery of all types of speech activity, that is, the simultaneous mastery of listening, speaking, reading and writing;
- The system sequence of the introduction of the material. With this sequence of presentation of the material, a specially developed plan for the deployment of the language system is followed;
- The specific content, which is determined, in addition to general goals and objectives, the need to know the system of formal means of expression, as well as the communicative needs of students.

For the question under study, it is necessary to dwell on communicative and conscious methods and consider them in more detail. Within the framework of the communicative paradigm, language and its analysis are mainly associated with the acquisition of speech activity. The basis of this approach is conditional speech and speech exercises; in the framework of the cognitive paradigm, language is associated with cognition and related processes. To solve a number of methodological problems, a synthesis of the above paradigms is necessary. That is why, considering the modern learning strategy, it is necessary to consider the basic principles of both communicative and cognitive approaches. The main problem of the communicative approach is that the process of mastering the language should be organized as a process of real

communication in a situational environment. Within the framework of this approach, the main goal of language teaching is communicative competence.

The fundamental idea of the cognitive approach is that the learning process should be aimed at acquiring knowledge, structuring and systematically organizing their units, storing and applying them when adapting to reality.

The main purpose of communicative-cognitive teaching of a foreign language is communicative-cognitive competence as a developed ability to carry out speech and mental activity in solving real and mental problems through language. To observe how to achieve this goal, we consider the basic principles of a communicative-cognitive approach.

The first principle means that the mastery of a foreign language should be carried out through speech activity, which is specifically human. Speech activity is considered as purposeful, determined by the language and due to the situational process of perception and production of speech in human interaction.

The second principle relates to conditions conducive to communicative and cognitive learning. These conditions imply stimulation of students' mental and speech activity. This can be done by modeling problem situations, which include intellectual obstacles that students must overcome. Overcoming these obstacles requires the implementation of cognitive operations such as analysis, synthesis, comparison, generalization, inference, etc., which lead to cognitive development.

The third principle involves the creation of authentic situations of socialization, providing and clarifying its motivational and natural character. Authentic situations are created through the use of verbal and non-verbal means of communication.

The fourth principle determines the importance of taking into account the epistemological styles of students (empirical, rational and metaphorical). These are mainly the ways in which a person cognizes the world and acquires knowledge.<sup>7</sup> In the learning process, these styles can be correlated with the

corresponding types of educational information, such as models, diagrams, algorithms, rules, cognitive metaphors, etc., which are most favorable for obtaining knowledge for each particular student.

The fifth principle relates to the linguistic development of the personality of students. We support the idea that through language a person becomes a part of social consciousness, and only thanks to this does his individual consciousness develop. Since language is a means of collective consciousness, we can talk about a person as such, which is part of social consciousness, has linguistic capabilities and manifests itself in speech behavior, thus becoming a linguistic personality. The model of linguistic development of a personality includes semantic, cognitive and pragmatic levels.

The sixth principle emphasizes the assumption that the study of a foreign language contributes to the formation of the worldview of students and contributes to its formation. It emphasizes the idea that the processes of learning foreign languages and developing a worldview are interconnected. Cognitive activity is considered as a triad consisting of three overlapping stages: obtaining information, its inclusion in the mind and its action in speech.

The goal of developing students' worldview involves the creation of a model of acculturation in their minds - an abstract scheme aimed at successfully adapting a person to an alien culture. The model assumes two manifestations:

- 1) an ethnocentric manifestation based on the recognition of the priority of one's own culture;
- 2) 2) ethno-relative manifestation based on the recognition of equality of both native and foreign cultures. It emphasizes the idea that in the process of mastering the English language, students should focus on ethno-relational interaction with an alien culture.

The seventh principle emphasizes the need to develop students' knowledge space. The knowledge space is defined as a combination of structured units of knowledge - frames, scenarios, schemes, etc. that are interconnected and

connected to support the functioning of the human cognitive system. It is assumed that the units of knowledge are concepts of different levels of abstraction and complexity. It is believed that concepts are the result of knowledge. This means that, by analyzing, comparing and integrating different concepts in the process of cognition, a person forms new concepts in his mind.

The eighth principle supports the idea that in the process of mastering the English language, the multiple intellect of students is developed and applied. In the study of a foreign language, we mainly emphasize the role of linguistic and logical-mathematical intelligence, although other types of intelligence are nonetheless involved in this process.

Given the foregoing, we conclude that in the process of mastering a foreign language, both the communicative and cognitive paradigms are combined. The combination of these paradigms leads to a communicative and cognitive approach to language teaching. This approach is based on basic principles that emphasize the need to develop not only communicative, but also cognitive skills and abilities of students, which will be reflected in the relevant competencies.

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