

## THE ROLE OF COGNITIVE PSYCHOLOGY IN TEACHING AND LEARNING FOREIGN LANGUAGES

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**Annotation.** *Modern foreign language instruction heavily relies on cognitive psychology. It focuses on the mental functions – such as perception, memory, attention, and information processing – that are involved in learning. Cognitive psychology places a strong emphasis on the value of meaningful learning, student engagement, and the development of language proficiency via comprehension as opposed to rote memorization in language instruction. The theoretical underpinnings of cognitive psychology and its use in teaching foreign languages are covered in this essay. Additionally, it emphasizes how cognitive principles can enhance students' motivation, learning capacity, and language proficiency in the classroom.*

**Key words:** *cognitive psychology, foreign language learning, English teaching, learning strategies, cognitive development.*

## CHET TILLARNI O'QITISH VA O'RGANISHDA KOGNITIV PSIXOLOGIYANING ROLI

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**Annotatsiya.** *Maqolada chet tillarini o'qitishda kognitiv psixologiyaning o'zni tahlil qilinadi. Kognitiv psixologiya idrok, xotira, diqqat va axborot qayta ishlash*

jarayonlariga asoslanib, o'quvchilarning til kompetensiyasini rivojlantirishni ta'minlaydi. Mazmunli o'rganish, o'quvchiga yo'naltirilgan ta'lim, skaffold usuli va situatsion o'qitishning samaradorligi yoritilgan. Natijalar kognitiv yondashuv o'quvchilarning motivatsiyasini oshirish, til tuzilishini chuqurroq tushunish va tilni amaliy qo'llash imkonini beradi.

**Kalit so'zlar:** kognitiv psixologiya, chet tilini o'rganish, til o'qitish, o'rganish strategiyalari, kommunikativ kompetensiya.

## РОЛЬ КОГНИТИВНОЙ ПСИХОЛОГИИ В ПРЕПОДАВАНИИ И ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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**Аннотация.** В статье рассматривается роль когнитивной психологии в обучении иностранным языкам. Когнитивная психология изучает процессы восприятия, памяти, внимания и обработки информации, способствующие развитию языковой компетенции. Освещены эффективные методы обучения: студентоцентрированный подход, метод scaffolding и ситуативное обучение. Применение когнитивного подхода повышает мотивацию учащихся, улучшает понимание структуры языка и развитие навыков его практического использования.

**Ключевые слова:** когнитивная психология, изучение иностранного языка, обучение языку, стратегии обучения, коммуникативная компетенция.

Cognitive psychology has emerged as one of the most important theoretical pillars in education in recent decades, particularly in the area of teaching foreign languages. The study of cognitive psychology focuses on how individuals perceive,

process, store, and utilize information. Because language acquisition necessitates that learners comprehend, organize, and apply linguistic knowledge effectively, these processes are essential to learning.

The emphasis of traditional language teaching techniques was frequently on repetition and memorization. However, contemporary educational research indicates that when students actively engage in the learning process and make connections between new information and their preexisting cognitive structures, meaningful learning takes place. According to cognitive psychology, learning involves creating knowledge via interaction and experience rather than just taking in information from teachers (Anderson, 1989).

Innovative teaching strategies that concentrate on students' mental processes have been developed as a result of the incorporation of cognitive psychology into foreign language instruction. These methods motivate educators to create classrooms that foster students' critical thinking, creativity, and problem-solving skills. Consequently, cognitive psychology has emerged as a crucial theoretical foundation for enhancing the efficacy of teaching foreign languages.

In the twentieth century, cognitive psychology became a prominent area of psychological study. It focuses on comprehending how information is processed by the human mind and how cognitive processes affect behavior and learning. Perception, memory, attention, language processing, and problem-solving are important aspects of cognitive psychology.

Anderson (1989) defined human cognition as an information-processing system in which people take in information from their surroundings, process it in their minds, store it in memory, and retrieve it when needed. Because language learners must identify linguistic patterns, retain vocabulary and grammar rules, and use them in communication, these processes are essential to language acquisition. The significance of cognitive structures in learning is also emphasized by cognitive psychologists. The way knowledge is arranged in the human mind is reflected in these structures. When students come across new information, they combine it with what they already know, creating a new understanding. Meaningful learning theory, which holds that new

information gains significance when it is linked to existing knowledge, is closely associated with this idea (Pi Liansheng, 2000).

Additionally, cognitive psychology emphasizes the importance of higher-order thinking and creativity in learning. Students actively participate in the analysis, interpretation, and reorganization of knowledge rather than being passive consumers of it. This viewpoint backs up the notion that instructional strategies should support students' autonomous thought and cognitive development (Pu Lijuan, 2002).

Learning a foreign language is an intricate cognitive process that requires the interplay of multiple mental processes. Learners must be able to recognize sounds and symbols, comprehend meanings, commit vocabulary to memory, and communicate using language rules. Important insights into how these processes take place and how educators can assist them are provided by cognitive psychology.

The idea that comprehension is more significant than memorization is one of the central tenets of cognitive learning theory. Students who comprehend a language's structure and rules are able to apply them flexibly in a variety of contexts. On the other hand, mechanical memorization frequently results in poor learning outcomes.

Additionally, research demonstrates that when students actively participate in the learning process, language acquisition is successful. Students are encouraged to process information more thoroughly and form stronger cognitive connections through activities like discussion, problem-solving, and collaborative learning. These methods support long-term learning by assisting students in creating meaningful knowledge structures. Learning strategies are another key idea in cognitive psychology. To comprehend and retain information, learners employ a variety of cognitive techniques, including repetition, organization, elaboration, and inference. By teaching students how to apply these techniques successfully, teachers can assist students in improving their language learning.

Student-centered teaching methods have emerged as a result of the use of cognitive psychology in language instruction. With these methods, teachers serve as mentors and facilitators while students actively participate in creating knowledge.

Scaffolding teaching is a significant cognitive theory-based teaching strategy. This approach entails giving students short-term assistance while they acquire new abilities and information. The teacher progressively lowers the level of support as students become more competent and self-assured. According to research, scaffolding instruction can greatly enhance students' capacity to learn foreign languages (Yang Huiying et al., 2014).

The significance of situational learning is also emphasized by cognitive psychology. It is important to teach language in contexts that are relevant to everyday communication. For instance, students can practice language in real-world scenarios through role-plays, dialogues, storytelling, and problem-based exercises. These exercises boost students' confidence and motivation in addition to their language proficiency. Using multimedia and contemporary educational technology is another successful tactic. Students' cognitive processes are stimulated by rich learning environments offered by digital tools, videos, and online resources. Both visual and auditory resources aid students in comprehending difficult ideas and improving their retention of knowledge.

Effective learning environments should promote critical thinking, meaningful interaction, and active participation, according to cognitive psychology. Instructors should set up scenarios that let students investigate concepts, pose queries, and work through issues. Task-based learning, in which students use the target language to complete relevant tasks, is one way to accomplish this. Project-based learning, which enables students to use language skills in practical situations, is another successful strategy. Additionally, educators ought to promote introspection and self-assessment. Students become more conscious of their strengths and shortcomings when they reflect on their learning process. They can create more efficient learning techniques thanks to this awareness. Positive classroom environments are also crucial for cognitive development. Students are more inclined to engage in educational activities and take intellectual risks when they feel encouraged and supported.

Important insights into the procedures involved in teaching and learning foreign languages can be gained from cognitive psychology. Teachers can create more effective

teaching strategies by knowing how students organize and process information. The use of cognitive principles in language instruction encourages higher-order thinking skills development, meaningful learning, and active engagement. Strategies like situational learning, scaffolding teaching, and student-centered instruction assist students in developing robust cognitive structures and enhancing their language proficiency.

In conclusion, the quality of instruction can be greatly improved by incorporating cognitive psychology into foreign language instruction. Instructors who use cognitive principles in the classroom can help students learn languages more effectively and become more autonomous learners.

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