

Cognitive Approach to Teaching Russian as a Relevant Representing Method

By

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Abstract

The relevance of the problem of cognitive approach use in school teaching of the Russian language is due to the fact that the idea of conscious assimilation of the material comes to the fore in the educational process, which is an important stage in the formation of a system of full-fledged knowledge among students. The aim of the article is to prove the great potential of cognitive approach as an effective direction for teaching language in a modern school. The leading method for studying this problem is an integrated comprehensive analysis that allows us to consider this approach as innovative and fundamental in the formation of basic competences in the educational process. The cognitive approach to language teaching is based on the principle of consciousness, which proves its important role in deep understanding and conscious application of language material by learners. The cognitive approach can contribute to the upbringing, development and formation of an active citizenship of a student. The article is aimed at attracting the attention of language teachers to cognitive approach that is still poorly studied, but has enormous potential, the purpose of which is to use thinking in the study of language material.

Keywords: cognitive approach, learning strategy, creative thinking, development of knowledge, language material, understanding and perception, experience.

1. Introduction

In the late XX - early XXI centuries, teachers began to use cognitive component of language teaching (Maklakova et al., 2019). This component of learning includes conscious perception of the language material. The cognitive approach in teaching the Russian language is defined as "an approach to teaching based on the provisions of cognitive psychology and providing in the learning process reliance on the principle of consciousness, taking into account various cognitive styles characteristic of students in a particular study group, and the educational strategies they use in this case" (Azimov & Shchukin, 2018).

The relevance of using cognitive approach is determined by modern trends in the field of conscious assimilation of information by pupils and the use of fixed linguistic experience. In a modern school, emphasis on conscientiousness in teaching the Russian language is compulsory due to the need to build an individual trajectory for the development of a student (Fakhrutdinova et al., 2019). Each student acts as a "customer" of knowledge. The teacher provides him with a certain amount of language material and helps the student learn how to firmly assimilate and use it effectively. Students in the future will independently identify the material necessary for study, design a path and predict the result of its application (Andreyeva et al., 2019; Fakhrutdinova & Kondrateva, 2016).

2. Methods

In the process of research, the following methods: analysis of scientific, reference and encyclopedic, educational and methodological literature; review of publications in periodicals, Internet resources; scientific observation and comparison; scientific generalization; extrapolation were used.

The research was carried out in three stages:

- at the first stage significant methodological works devoted to the implementation of the principle of conscientiousness in teaching the Russian language were analyzed.

- at the second stage the comprehension and scientific generalization of the received information took place.

- at the third stage conclusions were formed and evidence of the effectiveness of the cognitive direction in teaching the Russian language was found.

3. Results and Discussion

The teaching process is based on the certain tasks for a teacher. One of the most important tasks a language teacher faces is the formation of students' cognitive abilities. The development of these abilities is one of the important goals of teaching the Russian language for every qualified teacher who seeks to educate the student as a full-fledged linguistic personality. To these abilities we refer perception, memory, thinking, consciousness and speech. The cognitive approach deals with these categories. In modern school, in the lessons of the formation of cognitive abilities, teachers most often use comparison, analysis and synthesis, abstraction and generalization of new material, because these types of activity refer to the basic mental operations "aimed at adequate cognition." Also, the educational process in a modern school requires the creation of favorable conditions for the assimilation of new material by schoolchildren. Thus, the idea of consciously teaching the Russian language comes

to the fore. Such training implies full perception and understanding by the child of new knowledge in the field of the Russian language. In solving this acute problem of assimilating new knowledge, a language teacher is helped by reliance on a cognitive approach.

As didactic material in Russian lessons based on a cognitive approach, game tasks that contain deep meaning will be effective. For example, associative games (guess the part of speech by the characteristics that the student named). During the game, each student names one feature (morphological, general grammatical meaning, syntactic role) of any studied part of speech and another classmate needs to determine and correctly name this part of speech. This teaching technology allows the teacher to check the formation and depth of understanding of the learned material, and the students - to repeat the accumulated knowledge and work out the experience of using language units.

The next series of exercises that implement the cognitive approach in Russian lessons are tasks for excluding an extra word. Through these exercises, students develop analytical skills. They learn to compare lexical units in terms of their content, form and functioning in the language.

Exercises should include vocabulary-semantic dictation, which involves guessing words according to a given definition. In the process of such work, memory is activated; the already accumulated knowledge of schoolchildren about the Russian language is used. In our opinion, tasks aimed at working with neologisms are useful. A student, faced with a new, unknown word, finds himself in a situation of discovering a new one, learning a new vocabulary. He establishes logical connections between the old vocabulary and the new lexeme, finds the difference and similarity of meaning and form, and establishes an associative relationship between a word and an object. Equally effective are cognitively oriented exercises (for example, the distribution of plants according to the appropriate columns (medicinal, decorative, mushrooms), which allow the student to develop associative thinking.

Let us illustrate what has been said with examples of cognitive linguistic tasks for 6th grade students. The first task is related to the definition and classification of lexemes, the second - guessing paraphrases, the third, fourth and fifth tasks are varieties of vocabulary-semantic dictation that helps to expand the vocabulary of schoolchildren, the sixth task is a logical metasubject task in which numbers are used, the seventh and eighth - partly search tasks.

Task 1. Collecting materials for the essay. Distribute the words in the columns of the table.

Yarrow, unguis, orchid, sea buckthorn, biden, mushroom, chamomile, russule, calendula, chanterelle, marigold, John's-wood, carnation, peonies, daffodils, orange-cap boletus, violet, amanita (Yanchenko et al., 2021).

Medicinal plants	Decorative plants	Mushrooms
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Task 2. How to say in one word?

The king of beasts - ...

The night light - ...

A city on seven hills - ...

Red Planet - ...

Steel bird - ...

The country of the maple leaf - .

The textile capital of Russia -.
The capital of world fashion -. (Yanchenko et al., 2021).

Answers: lion, moon, Moscow, Mars, plane, Canada, Ivanovo, Paris

Task 3. Based on these interpretations, define terms from the field of biology. Write them down.

1. Microorganism, a kind of microbe.
2. The simplest unit of the structure and vital activity of the organism, consisting of the nucleus, cytoplasm and membrane.
3. A lower plant consisting of a fungus and algae, which together form a new complex organism that grows on stones, on the bark of trees, on the ground.
4. The still undeveloped plant cutting, the rudiment of a flower, leaf or stem with leaves.
5. The green coloring matter of leaves and other plant organs, which determines the absorption of carbon dioxide by plants.

Keys: bud, lichen, cell, bacteria, chlorophyll (Yanchenko et al., 2021)

Task 4. Determine the non-declining noun for this interpretation.

1. Australian marsupial mammal with elongated hind legs.
2. A genus of great apes.
3. Sweet and sour greenish-brown fruit with a velvety surface.
4. A small long-winged bird with variegated wings, living in Central and South America.
5. A variety of cabbage with a thick edible stem.
6. The condition concluded between the disputants, according to which the loser must fulfill some obligation.
7. Takeoff and landing device of the aircraft.
8. *Answers: kangaroo, chimpanzee, kiwi fruit, hummingbird, kohlrabi, pari, chassis (Yanchenko et al., 2021).*

Task 5. Determine the name of the professions according to this interpretation. In the received words, indicate the conditions for choosing the suffix -chik- (-shchik-):

1. A person who in the old days was in the service of delivering goods or people on horses.
2. A person organizing traffic.
3. A worker for loading and unloading.
4. A worker, a specialist in the manufacture of flooring from wooden planks laid in a pattern on the floor.
5. A worker, connecting hot pieces of metal.
6. A specialist in translation of a text from one language into another.
7. A person who supervises someone.
8. *Keys: cab driver, traffic controller, loader, parquet operator, welder, translator, supervisor (Yanchenko et al., 2021).*

Task 6. Read the text. Determine its stylistic affiliation. Answer the question posed: "How long has the bumblebee been on the journey?"

Bumblebee journey

Bumblebee goes on a long journey. From his native nest, he flies directly to the south, crossing the river and finally, after a full hour's journey, descends to a slope covered with fragrant clover. Here, flying from flower to flower, the bumblebee remains for half an hour. Now we must visit the garden where the bumblebee noticed the flowering gooseberry bushes

yesterday. The garden lies to the west of the slope, and the bumblebee is in a hurry right there. Three quarters of an hour later he was in the garden. The gooseberries are in full bloom and it took the bumblebee an hour and a half to visit all the bushes. And then, without being distracted to the sides, the bumblebee flew home by the shortest route, to its native nest.

How long has the bumblebee been away? (Perelman) (Yanchenko et al., 2021).

Answer: Bumblebee was on the trip for 5 hours.

Task 7. Solve a cognitive problem. Perform morphological analysis of one numeral.
Snail

The snail decided to climb a tree 15 meters high. During each day, it managed to climb 5 meters. But every night, while sleeping, it went down 4 meters.

In how many days will it reach the top of the tree? (Perelman) (Yanchenko et al., 2021).

Answer: The snail will reach the top of the tree in 10 calendar days and 1 day.

Task 8. Using information from reference books and Internet resources, answer the questions.

1. Explain the origin of the words *azbuka* and *alphabet*. Are they synonyms?
 2. Where is alphabetical order used?
 3. Who and in what year created the Slavic alphabet?
 4. In which countries of the world is the Cyrillic alphabet used?
 5. What date is the Day of Slavic Written Language and Culture celebrated in Russia?
Answers: 1. Azbuka is a word originally Russian in origin, formed from the names of the letters of the Russian language Az and Buki. Alphabet is a Greek word in origin, derived from the names of the letters of the Greek language Alpha, Beta (Vita). The words azbuka and alphabet are synonyms.
- a. 2. Alphabetical order is used when compiling dictionaries, reference books, lists. For example, in a telephone directory or school register, last names are listed alphabetically. This makes it easier to find the right word or person's last name.
 2. Cyril and Methodius in about 863, based on the Greek alphabet, created the Slavic alphabet.
 3. The Russian *azbuka* is the basis for the alphabets of many languages of the peoples of the Russian Federation and the CIS countries - Belarus, Ukraine, Kazakhstan, Kyrgyzstan, as well as Bulgaria, Montenegro, Mongolia.
 4. Every year on May 24 in Russia, Bulgaria and other Slavic states, the Day of Slavic Literature and Culture is widely celebrated (Yanchenko et al., 2021).

The cognitive potential of innovative didactic materials sourcebooks and workbooks is based on awareness in teaching the Russian language, and the presented tasks are an effective way of mastering knowledge of the Russian language. In such a lesson, the student and his values are brought to the fore. Anthropological and axiological directions in teaching the Russian language exist in interaction with the cognitive one. Understanding the explicit and implicit meaning of a word, comprehending its lexical meaning will allow students to competently build their speech and effectively use the accumulated language experience. This is how the child's consciousness can visually perceive the language in its variety of forms and ways of use. This technology allows a language teacher to check the formation and understanding of the learned material, and students – to revise the accumulated knowledge and consolidate the experience of using language units. The cognitive approach contributes to the

formation of an active citizenship of the student in a single educational space (Belentsov et al., 2017).

4. Discussions

This topic remains quite acute, controversial, since there is a contrast between the cognitive and behavioristic approaches and their influence on the development of methodological science. In the studies of behavioral scientists, the method of observing the behavior of the student is primary. At the same time, the cognitive direction presupposes the conscious assimilation of linguistic material based on a deep understanding of meaning (Grigoryeva et al., 2019; Alghofaili, 2021; Anastasiou & Petralias, 2021).

The teacher L.A. Trostentsova in her candidate and doctoral (Trostentsova, 1964) dissertations convincingly substantiated the idea of logical assimilation of the material, the use of a cognitive-semantic approach in teaching Russian, which consists in understanding language units and their functions in the text. She defines the cognitive approach as a direction that contributes to the development of personality from the side of intelligence and intellectual feelings, i.e. relationship to knowledge. E.V. Krivorotova (2007) (Krivorotova, 2007) rightly focuses on the formation of students' linguistic thinking in the process of language learning. Such thinking allows expanding the linguistic worldview of students. These scientists call the cognitive component in Russian lessons an important part of modern school education.

5. Conclusions

The cognitive approach contributes to a more solid assimilation of educational material, since it relies on its conscious assimilation by schoolchildren. Russian methodologists in the field of teaching the Russian language (L.A. Trostentsova, A.D. E.V. Krivorotova,) and language teachers define this direction as promising due to the changing situation in the field of Russian education, new conditions for the implementation of the educational program. The cognitive approach is certainly associated with the axiological (value) approach in the methodology of teaching the Russian language, as well as paradigmatic (Fakhrutdinova et al., 2019). In this regard, the main role of a language teacher is to teach, educate, and develop a teenager as an independent, understanding and informationally protected linguistic personality. Understanding and correct use of linguistic material based on experience will allow students to competently build their speech and effectively use the accumulated vocabulary. Thus, the potential of the cognitive approach, which is new for modern methods of teaching the Russian language, is quite large.

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