THE USE OF INNOVATIVE AND COGNITIVE TECHNOLOGIES IN TEACHING GRAMMAR IN FOREIGN LANGUAGE LESSONS

Annotation: In this article highlights of the using innovative and cognitive technologies in teaching grammar in foreign language lessons.

Key words: innovation, innovative and cognitive technologies, teaching grammar, foreign languages.

In the information society, knowledge and skills are becoming a priority in human life. To be aware of the development of world science, it is necessary to study the primary sources in the language of the authors. Therefore, the increasing importance of a foreign language, its relevance, had an impact on the content, objectives and dynamics of learning.

In the XXI century, the intensification and modernization of education requires the introduction of innovative technologies that pursue the goal of creative education of the individual in the intellectual and emotional dimension. Such innovative technologies are: developing learning, design, problem learning, level differentiation, test system, game learning, immersion in a foreign language culture, learning in cooperation, self-education and autonomy, integration, as well as health-saving, research, information and communication and personality-oriented technologies. With such a target setting, cognitive universal actions are one of the leading components of the educational standard. This is due to the fact that one of the components of the child's mental development is his knowledge, implying the formation of a scientific picture of the world, the ability to manage their intellectual activity, mastering the methodology, strategies and methods of learning, the development of representative, symbolic, logical, creative thinking, productive imagination, memory, attention, reflection.
In this regard, cognitive universal actions include:
- actions to extract information;
- the ability to navigate the knowledge system and realize the need for new knowledge;
- the ability to make a preliminary selection of sources of information to search for new knowledge.

Innovative and cognitive technologies are most often used in modern methods of teaching a foreign language. Innovative technologies are new ways and methods of interaction between teachers and students, ensuring the effective achievement of the result of pedagogical activity. Cognitive technologies are information technologies that are specifically focused on the development of human intellectual abilities. Cognitive technologies develop human imagination and associative thinking.

Cognitive learning is the acquisition of knowledge through learning or experience. The concept of cognitive learning refers to the processes occurring in the body when receiving new information, starting in the sense organs, going through the cognitive system and ending with a response to the effect produced by information. The process of learning a foreign language in the context of cognitive theory is interpreted as the interaction between man and the world reflected in the language. Using a cognitive approach in teaching a foreign language, we can not only differentiate the individual characteristics of students, but also apply different strategies for mastering a foreign language. According to Sitnov Y. A. "Cognitivism is an important and essential concept in the communicative-cognitive paradigm of teaching foreign languages. Cognitivism in this context, provides consciousness and foreign language explicatively master phenomena".

In all foreign languages for its mastering an integral part is the study of grammar, in the new standards of the GEF is not put in the teaching of foreign languages and in General in such an educational field as Philology, unified complex, complex tasks for the study of the theoretical foundations of language,
the deep foundations of grammar. The main emphasis is on teaching students to communicate in the target language, the development of communication. The main difficulty that arises when teaching grammar in foreign language lessons is to master certain facts of the language. It is possible to allocate the basic requirements imposed to grammatical exercises:

- to Reflect psychophysiological and linguistic regularities of the developed types of speech activity.
- Have a communicative orientation.
- Teach how to act with grammatical material. – Arrange in order from easier to more difficult.
- To activate mental activity of students (to set problem tasks).
- Diversify the job. Another major difficulty faced by every teacher in the classroom is that it is difficult for students to learn articles, prepositions and grammatical forms of verbs. Since it is very different from their native language. But having reliance on the native language with the use of cognitive approach it is easier for the student to master a simple algorithm for choosing the correct verbal form in discourse. The proposed cognitive approach to teaching English grammar allows us to see that there are no fundamental differences in the functional nature between the species-modern forms of English and Uzbek grammar verbs.

There are many techniques in teaching grammar of a foreign language. One of the most common is the game. This method can be used in teaching children of primary school age and older.

The teacher can use already existing types of games:
- language;
- pair;
- group. Such games are aimed at the joint solution of problems and competitive nature. The project method is also relevant today. This method teaches children to cooperate. In the process of work, students develop creative abilities, the ability to empathize, to help. The use of information and communication
technologies remains an integral part of modern education. Teaching grammar skills, the teacher can use ready-made software products, as well as create their own. To date, all teaching kits are equipped with an electronic manual application, which is an integral part of the educational process. As well as presentations, tests, and other electronic materials created by the teacher contribute to the effective assimilation of grammatical material in foreign language lessons.

At the present stage of school education reforms, major changes are associated with the introduction of information and cognitive in the educational process. The implementation of the reform is carried out by the school through the solution of tactical, methodological and organizational tasks. It is the use of information and cognitive technologies that makes it possible to solve the main contradiction of the modern education system - the contradiction between the rapid rate of knowledge increment in the modern world and the limited opportunities for individual learning.

The main principles of innovative learning are:
– creativity (focus on creativity);
– learning in the system;
– non-traditional forms of lessons;
– the use of visibility.

When using innovative technologies in teaching English language and literature successfully used the following techniques:
– associative series;
– reference abstract;
– INSERT (interactive recording system for effective reading and thinking);
– brainstorming;
– group discussion;
– reading with stops and bloom issues;
– clusters;
– essay;
– mixed logical chains;
– media projects;
– didactic game;
– working with tests;
– non-traditional forms of homework.

Participation in information and communication pedagogical activity contributes to the complex formation of all aspects of communicative competence: language, socio-cultural, cognitive, linguistic, cultural; as well as related communicative and cognitive skills of students (search and selection of relevant information, its analysis, generalization and classification). Authentic simulation of a real environment by means of attracting the Internet resources is not only a more successful language acquisition, but also allows you to reach a deeper law of the unity and diversity of culture.

Thus, the innovative technologies that we have considered today significantly enrich and diversify the teaching of foreign languages. The monotonous work is replaced by an intellectual creative search, in the process of which a new type of personality is formed, active and purposeful, focused on constant self-education and development.

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