



THE ROLE OF FOREIGN WORDSTOCK IN COGNITIVE DEVELOPMENT

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Abstract

Linguists have talked much regarding concepts of mastering a foreign language. They have emphasized the accelerated cognitive development of thinking as result of improving their foreign lexical resources. Different meanings of the word can help to improve generalization, development of verbal meaning conceptualization, cultural and historical tolerance. The following article investigates the advantageous features of learning foreign languages along with salient examples.

Keywords: wordstock, cognitive development, teacher, students, foreign languages, multitasking, memory, cognition

Language is a means of communication. This is why most people learn a second language. Being able to communicate with someone in their own language is a fantastic gift. This can be seen as one of the best benefits associated with learning a foreign language.

People in different countries speak different languages. When you learn a new language, you will have the opportunity to become a part of this world. You will be able to meet and chat with people who come from another part of the planet. Knowledge of a foreign language makes traveling, life, learning more fulfilling and enjoyable. You will be able to think about visiting different countries, exploring a unique culture. The language barrier won't be a problem.

Comparison of different points of view made it possible to make important generalizations regarding the interaction of social, psychological, pedagogical and methodological mechanisms in the formation of professional thinking of students in not only foreign language classes but also in every kind of classes. The foreign wordstock is meant to develop the professional and substantive aspects of organizing this process in the university. Meanwhile, the qualitatively new tasks facing the school today are associated with a significant restructuring of the professional training of every teacher, which needs to think logically and professionally.



This determines the essence of the problem under study, which consists in the establishment of regular connections and subjective relations in the very content of the process of forming professional thinking, on the one hand, and its organizational forms, methods and pedagogical conditions, on the other hand, in the need to improve the frontal, group and individual work in foreign language classes, in improving the management of this process. The problem of the development of a student's cognitive thinking in the process of teaching a foreign language is considered from the standpoint of the cultural-historical concept of L.S. Vygotsky.

Singling out the problem of cognitive thinking and speech as "the least developed completely new" for modern psychology, L.S. Vygotsky noted that "the central point of the entire problem of the question of the relation of thought to the word and the center of gravity of the entire problem was constantly shifting and shifting to some other point, switched to some other question." [1,45-46pp] The word itself, which is a living unity of sound and meaning and contains, like a living cell, in its simplest form, all the basic properties inherent in speech thinking as a whole. The researchers try to establish an external mechanical associative connection.

In psychology and pedagogy, it is now customary to talk about two concepts of mastering a foreign language: audio-lingual and cognitive (conscious), which differ both in the methods and methods of semantization of the material being introduced, and in the systems of exercises for teaching students knowledge, skills and skills of transferring the acquired material. [2, 23p]

The theory of audio-lingual skills and abilities substantiates the need for imitations in memorization, associations, analogies in foreign language classes, and cognitive theory provides evidence in favor of the rules and is based in teaching on the sum of thought processes: memorization, recollection, reflection, problem solving.

The equipment of the educational process with technical means also affects the nature of the method. For example, the use of computers in teaching and partial changes in the types of training exercises and forms of mastering control served as a rationale for the programmed teaching method, although the selection of language material remained the same as it was with the traditional method.

The brain of a person who knows several languages, in comparison with those who speak one, will be more active and receptive to new knowledge.



Several studies have shown that knowing at least one foreign language improves cognitive performance. Plus, it slows down mental aging, increases focus, self-control, and improves memorization. In addition, knowledge of languages also protects against diseases such as dementia and Alzheimer's disease. According to psychologists, learning a second language can be of significant help in improving mental performance. This is because the new language is a unique set of structures and rules. [3,56p]

When you are in the process of mastering a second language, you train your brain to go through patterns. The process will also provide some valuable skills, such as the ability to think critically, which can have a significant impact on your life in the future.

Multitasking is one of the essential skills of cognition to get more work done in a shorter amount of time, and therefore significantly increase productivity levels. The ability to use another language is an exercise for the brain, the researchers said. You don't have to look for puzzles because the brain is already juggling two languages all the time.

Students begin to better understand both ourselves and those around us. Just before we come into contact with a foreign language, we naively believe that all words have only one meaning, which, by the way, is quite logical. The word "love" has some general meaning for everyone, but besides this general meaning, there are many additional ones that are different for different people. Language is a magician that turns a person into a person. By studying and improving words in foreign languages, we develop all our intellectual abilities. After all, until we come into contact with a foreign language, there is no need for us to analyze our own, which means to delve into what we put into the words and phrases that we pronounce. We do not waste our time trying to figure out how we form our thoughts, how we form them into words, and whether we are expressing the thought that we actually had in mind. With the study of a foreign language, we somehow have to separate words and thoughts, pay attention to our native language, and re-learn to express our thoughts both in our native and foreign languages.[4]

We seem to open up our inner vision, we begin to see shades of meanings, polysemy and difference of words. A foreign language that is foreign to us awakens our native language and makes the thought work, to be clearer, more accurate and complete.



In addition, another language, reflecting reality in its own way, shows us it from a different side or in a different light than our own. There will be a feeling that our vision is becoming stereoscopic. We begin to see things that people who know only one language do not see. Imagine that you are standing in front of your house and see it from all sides at once: right, left, back, top, and even how X-rays are able to look inside and find out what is happening there. Fiction? Not at all! These are not even all the possibilities that knowledge of other languages can give you! And the more languages we learn, the richer our understanding of the world around us becomes.

Practical cognitive benefits

- Learning a foreign language promotes brain enlargement
- A foreign language can prevent the development of Alzheimer's disease
- A foreign language contributes to the development of musicality
- A foreign language develops the ability to multitask
- Foreign language improves memory
- A foreign language promotes increased concentration

The volume of the brain increases with the study of each new foreign word. Some scientific studies have shown that translators who have studied the language in depth for three months have increased gray matter.

And this volume grew proportionally depending on how hard the translator tried. In the course of studying foreign languages, the quality of nerve connections increases. Regular reading, solving crosswords, listening - all this allows the neural network to develop all the time that you devote to a foreign language.

As soon as you switch (in thoughts or speech) to another language, the brain switches to another code. This is a difficult task for him. So the more often you exercise, the more the "muscles" of the brain become stronger - just like in a regular gym.

Age also matters: young people have more plastic brains, so learning is easier for them. Hence the advice: start learning a foreign language from a young age - there will be more benefits.

Studying a foreign language, a person learns to better recognize melody, intonation and sounds. This helps to master a particular musical instrument faster and better. Of course, here we must pay tribute not so much to the ears as to the brain - it is he, and not the organs of hearing, that is engaged in recognizing music. Anyone who knows one or several foreign languages easily switches from



one task to another. And that's not all: such people are much easier to adapt to changes in life.

And it has been proven this way. During the experiment, the subjects were ordinary people and bilinguals of different ages. Both were offered the same test groups.

The Results of the experiment confirmed scientific guesses: the difference between elderly bilinguals and young bilinguals was much less than in the group of people who know only one language. In the course of the experiment, it was found that with age, bilinguals retain their ability to multitask much better.

Scientists also managed to find out that bilingual children are better at mentally counting, reading better and doing a lot of things like that better. They are also more effective at capturing and remembering sequences. All this allows them to navigate better than others in familiar terrain and keep a large to-do list in their head.

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